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ABSTRACT

GRADES OR AGES: Grades 7-12. SUBJECT MATTER: English. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three sections, one each for grades 7-8, 9-10, and 11-12. Each unit contains a subunit on composition activities and eight sample thematic subunits for literature study. The guide is printed and perfect-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Each subunit on composition lists specific skill objectives and several related activities. Examples of skill objectives are discriminating between fact and opinion, using sentence variety, and using transitional devices. Activities listed in the thematic literature subunits include discussion, oral reports, individual research projects, and role playing. A number of activities in each subunit require the use of tape recorders or video equipment. Examples of unit topics are "What Price Prejudice," Who Am I?," "Challenge of the Unknown," and "War and Its Disillusionment." INSTRUCTIONAL MATERIALS: Resources needed for each thematic unit are listed in the unit. They include a wide variety of novels, short stories, bibliographies, plays, poetry, essays, films, and records. STUDENT ASSESSMENT: No mention. (RT)

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Though English curriculum policy requires each school to have a composition sequence followed by each teacher in the context of whatever thematic unit he is teaching, there is no centrally prescribed set of composition and language study emphases. This publication is intended to assist teachers and principals as they develop and revise their own sequences. Suggestions and sample units were developed by a group of English teachers in a workshop during the summer of 1970.

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Framework for Freedom

In The English Curriculum

Freedom cannot flourish in a vacuum. Unless a community understands and trusts the basis for freedom, it can be a source of misunderstanding; and the absence of any jointly-made curriculum decisions can put a crippling burden of decision and responsibility on the individual teacher.

Freedom can be chaos unless there is a framework for spontaneity. Yet this framework should be minimal on the assumption that each teacher knows best the needs of his students and uses most of his teaching time for his own approach; and on the assumption that students, teachers, parents, and administration will support freedom provided they are assured that minimal essentials will be presented in an observable, measurable program.

Such a framework can identify skills in composition which every teacher can emphasize. Such a framework can suggest a direction for teaching literature. But, above all, this framework should free a teacher rather than restrict, hamper, or control him.

S. John Davis
Division Superintendent

SP00 72293

Framework for Freedom
In The English Curriculum

Contents

THE PROGRAM 7

CHARACTERISTICS OF THE PROGRAM

Human Experience Themes 9
Thematic-Elective Units 10
Heterogeneous Grouping 12
Humanities Emphasis 14
Language Experience 16
Freedom for the Student 18
Freedom for the Teacher 22

GRADES 7 - 8

Suggested Composition Emphases 29
Sample Thematic Units
- What Price Prejudice 35
- What Counts 38
- Against the Odds 41
- Who Am I? 45
- Tales Out of School 48
- Laughter is the Best Medicine 50
- A Family Is 52
- Scared to Death 55

GRADES 9 - 10

Suggested Composition Emphases 61
Sample Thematic Units
- The Human Chain 65
- Challenge of the Unknown 68
- The Spider's Web 70
- The Human Heart 72
- Reflections in a Mirror 74
- The Lighter Side 76
- Footprints in the Sands of Time 78
- Lights, Camera, Action 80

GRADES 11 - 12

Suggested Composition Emphases 87
Sample Thematic Units
- Destiny and Decisions 91
- Illusion vs. Reality 93
- I Have a Dream 95
- War and Its Disillusionment 99
- Power-Play 101
- To Thine Own Self Be True 103
- The Bible: Source Book of the Humanities 105
- Adjustment: The Handmaid of Maturity 107

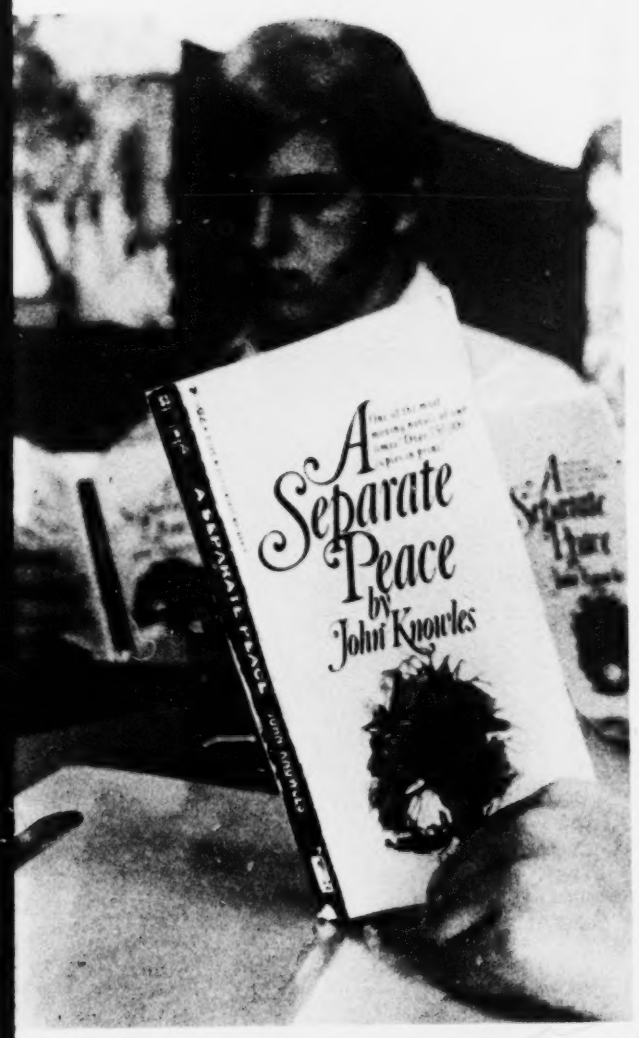
DESIGN . . .

The English Language Arts Program is designed to develop in students competency in communication skills and the habits of wide reading and critical thought which lead to discerning judgments and perceptive decisions in life.

. . . AND EVALUATION

A student will demonstrate his growth toward these goals when he

- –chooses reading which probes the meaning of human experience and evokes thought and feeling
- –selects films, television programs, books, and plays which enlarge understanding in preference to those which are ephemeral, sensational, and cynical
- –speaks and writes with precision, clarity, imagination, and confidence
- –discusses freely his own ideas and attitudes in relation to those expressed in literature



HUMAN-EXPERIENCE THEMES

Traditional, graded sequences in composition, language study, and literature are giving way to more flexible—and more unified—curricular patterns. Teacher-planned and student-elected units are organized around great themes of human experience. Literature is selected to provide insights into viewpoints, problems, ideals, and values; to enable the student to interpret his own feelings, needs, attitudes, and behavior; to acquaint the student with the structures and forms of literature; to illustrate the relevance of themes of human experience in both contemporary and classic literature; and to offer wholesome recreation and aesthetic satisfaction.

A few readings common to the entire class provide touchstones for discussion. Small groups then select additional readings and engage in extensive oral and written activities. Within this context of language use, students are motivated to develop the skills necessary for effective communication.

THEMATIC-ELECTIVE UNITS

Writing and speaking skills are taught in each elective unit, not in isolated units of rules and definitions. Emphasis is on the extension of language skills through use rather than through linguistic analysis.

Increasingly, English students are heterogeneously grouped, combining grades 7 and 8, grades 9 and 10, and grades 11 and 12. New units are offered and elected frequently during the year: every four-and-a-half weeks, six weeks, or nine weeks.

Student and Teacher Choices Bring About:

A curriculum responsive to student needs

A broader, fairer kind of grouping—by interest rather than ability

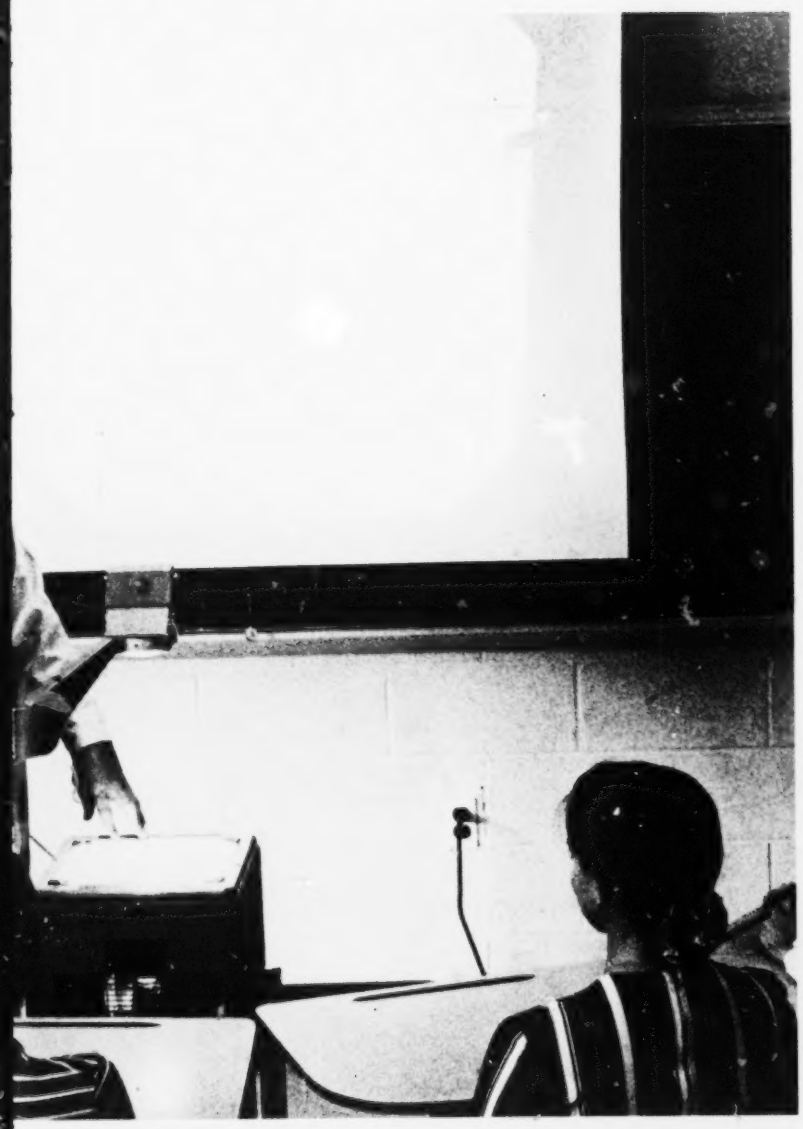
Built-in motivation for both teachers and students

Cooperative planning

Incentive for both student and teacher to define goals and to reach them in a specified length of time

A chance for the student to respond to many teachers with many ideas

A student grade determined cooperatively by several teachers



Heterogeneous Grouping

If "the proper study of mankind is man," who is to say some students should study basic grammar or business English instead of "man" through literature? Does the college-bound student need to be inspired and the non-college-bound student not? They both live fully. Language skills are useful, and the teaching of literature—classic or contemporary—provokes enjoyment and perception.

In elective programs, mixed grouping and frequent regrouping encourage "upward mobility"; the tracks and labels get lost. Students' choices provide instant feedback on how well the program is meeting needs. Adapting offerings to meet needs adds further flexibility and another strength to the elective program.

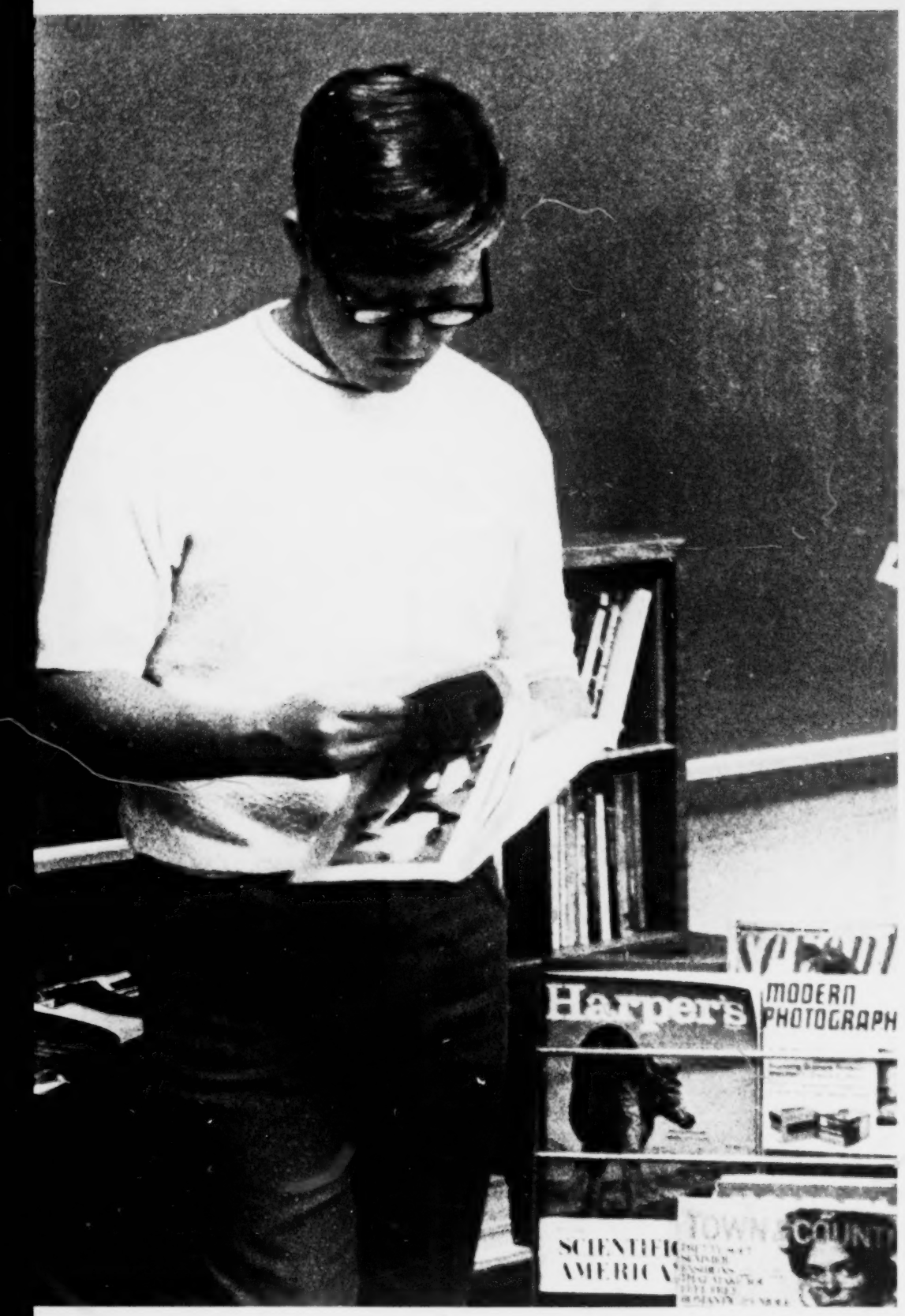
HUMANITIES EMPHASIS

On Man's Expression of Experience

Visually in painting and sculpture
Aurally in music
Physically in dance
Socially in institutions
Verbally in literature

These are arts. They comprise the humanities.

Science and math show how man has discovered and organized information about the world outside himself. The social studies relate the individual and the group in the context of the world. Skills, trades, and job-training prepare him to support himself and his family. Literature, which studies the heart and mind of man, deals with the human condition in a way qualitatively different. Through literature the student employs feeling, emotion, and comprehension to nourish his perception of life.



FREEDOM FOR THE STUDENT

TO DESIGN a program to fit his own needs
and interests, with choices of themes,
teachers, books, and activities

FREEDOM FOR THE STUDENT

TO DEVELOP individuality, skills, and new interests

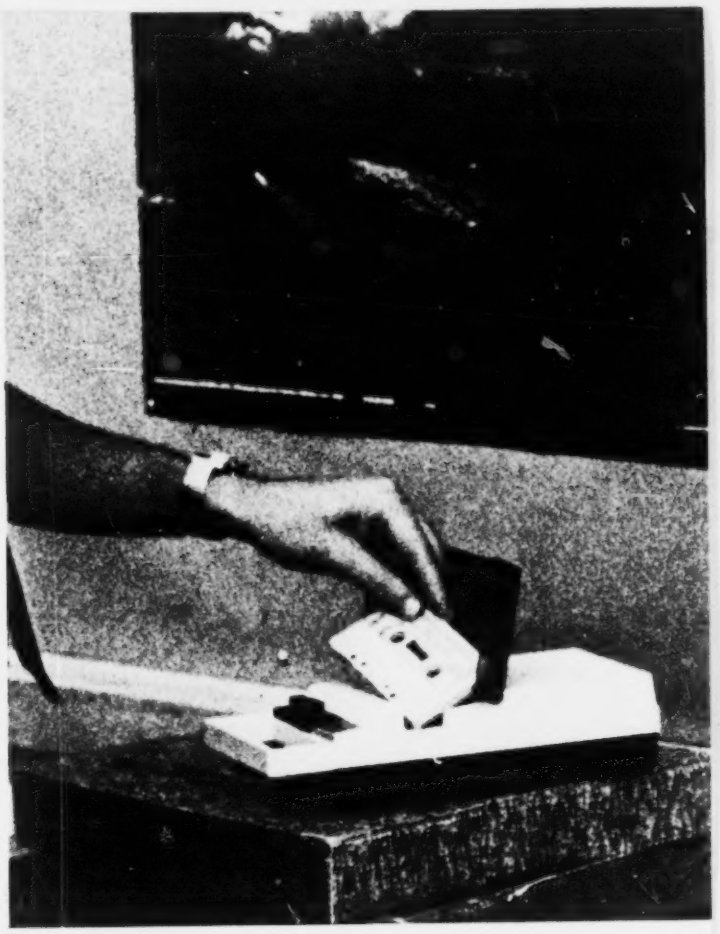
TO DISCOVER the power of language

FREEDOM FOR THE TEACHER

TO SHARE STRENGTHS and make decisions

The teacher chooses literature he is best qualified to teach, both by professional preparation and special interest.

When teachers agree on a priority of emphases in teaching composition, communication improves among the teachers and writing improves among the students.



TO SELECT MATERIALS

Much freedom and responsibility are given to teachers in selecting materials, as Fairfax County supports the philosophy of adapting programs to suit needs, maturity, intellectual capacity, and sensitivity of students. Selection of a work of art does not imply approval of the idea, the philosophy, or the language contained in it, but a choice made to enable the student to understand and discuss the point of view.

The Fairfax County policy for book selection is that recommended by the NCTE. A committee in each school reviews recommended booklists and approves books selected for class study.

Teachers offer choices to individuals and to small groups in addition to class-wide reading assignments.

FREEDOM FOR THE TEACHER

TO EVALUATE

Recognition that a student has a right to choose a program geared to his needs and abilities—one in which he can achieve success if he tries—is leading to innovations in marking and in grouping. Testing in English is reflecting changed objectives. Ability to formulate and support a thesis about something read is replacing objective recall of facts. A well-presented discussion, oral or written, demonstrates mastery of communication skills and ability to recall, relate, and organize relevant material.

THE INTERMEDIATE PROGRAM

consists of

Literature organized in units based on universal themes that

- offer a wide choice to students
- combine contemporary and classic in varied types and genres
- provide enjoyment and self-understanding

Discussion of

- language history, change, and usage
- relevance of literary themes, newspapers, magazines, television, films, and individual perspectives

Skill development, especially

- paragraph structure, effective diction, appropriate language
- library use
- creative writing
- oral presentation of ideas

I.
A student will write effective one-sentence responses to a variety of stimuli, such as literary selections, pictures, and music.

A skill to be stressed: effective sentence structure—expansion and variety

Suggested Assignments

Respond effectively, in a single sentence, to a literature-based question, e.g., What is the most important thing that the main character learns about himself or life in general?

Write a caption to illustrate your reaction to or interpretation of a magazine or newspaper picture which relates to your theme.

Capture your response to a picture or musical selection in a single sentence.

Choose a quotation relating to your theme and rephrase it in one sentence, e.g., Tennyson: "I am a part of all that I have met."

List sensory impressions (sights, sounds, smells) you have while in the school library or cafeteria. Select from this list the strongest impressions and describe each as vividly as possible in a sentence.

II.
A student will write both an objective and a subjective definition of a word or description of a person, place, or object.

A skill to be stressed: precise word choice, from both objective and subjective observation

Suggested Assignments

Write a one-paragraph description of a person (a friend, relative, or character from literature), concentrating on physical features.

Write a second description of this person, concentrating on his personality traits.

Write a single-sentence summary after selecting key words from both paragraphs which best describe both his physical and personality traits.

Describe an object chosen from a certain story or from the classroom. Exchange papers with a classmate and have him identify and draw the object from your descriptions.

Select your most dominant impression of the library or school cafeteria and support this impression with specific details. If you so desire, this assignment can allow you to refer to mental associations or impressions, e.g., "The library is a place of stifling silence," as well as sensory impressions.

Write a stereotyped description of the "teenager" from the adult viewpoint. Then write an objective description.

III.
A student will develop a central idea with supporting evidence.

A skill to be stressed: paragraph development—central idea, organization of details, transition words, conclusion

Suggested Assignments

Select an effective treatment of the theme being studied as it is found in television. Discuss one in detail, then compare the effectiveness of several, and compare a television or other mass-media treatment of the theme with a literary selection read in class.

Pretend that you are an advertiser for a publisher and write a short "sales pitch" for the book jacket to convince readers they should buy the book.

Write a letter to the author of a story or play suggesting that his work should be made into a movie, thereby discussing its good narrative elements.

IV.
A student will record regularly in a journal his experiences, thoughts, and feelings.

A skill to be stressed: ease in translating feelings, thoughts, and experience into written form

Suggested Assignments

Record whatever is important to you on a given day, a happy or sad memory, a current problem, a personal reaction, beginning with a minimum of one minute each day and building up to a maximum of ten minutes each day.

Take your journal to the family car and record your observations and reactions.

Record your feelings the next time you are very angry with someone. As a follow-up activity, re-read, several days later, your entry written in anger and compare your feelings then and now.

Record your thoughts after observing the flames in a fireplace or a candle for 3-5 minutes.

Keep a record of all examples of the theme being studied that you find in daily life situations or mass media.

Write a short summary of insights into yourself that you have gained, such as strengths and weaknesses in yourself, relationships with friends, what is important to you.

V.

A student will write fiction illustrating some narrative elements, e.g., character development, plot progression, theme, or point of view.

A skill to be stressed: word usage, e.g., subject-verb agreement, verb usage, pronoun usage, dangling modifiers, double negatives

Suggested Assignments

Create a story, given a first and last sentence, incorporating at least one narrative element.

Complete a story that will be used in the thematic unit, after being given only the first paragraph of that story.

Rewrite the ending of a story read individually or as a class.

Create a story from your reactions to and interpretation of a picture or musical selection.

Write a story as a class, sentence by sentence, based on a simple plot:

1. Setting: Write one sentence establishing the mood of your story.
2. Introduction to boy and girl: Write two sentences introducing the boy and girl. Also establish that they like each other. Divide the information into the two sentences as you wish. Try to think of little ways to show their feelings for each other.
3. Dialogue: Write two lines of dialogue. Again try to hint to your reader through your choice of words and actions that the two like each other.
4. Conflict: Enter trouble in the form of another person, an argument, or a misunderstanding. In one sentence present the conflict. You may write a second sentence to show their reactions to the conflict.
5. Conflict resolved: In one sentence show how the problem is solved, through dialogue and action.
6. Reunion: They lived happily ever after. Show us in one sentence.

VI.

A student will write dialogue and short scripts from situations in literature and life.

A skill to be stressed: punctuating dialogue

Suggested Assignments

Write a short script in realistic dialogue that is based upon a literature selection or a problem situation in literature or life.

Select an incident from your journal and write a short dialogue which brings this situation to life.

Write a dialogue for a silent film (e.g., "The Golden Fish" or "Red Balloon," as a class or as individuals. Any film, perhaps even a cartoon, may be used for this assignment if it is viewed first without sound.

Record a conversation at home or at school (in the cafeteria or at a basketball game).

VII.
After controlled experiments in writing poetry, song, script, and narrative, a student will respond creatively to literature, art, music, or experience with the freedom to use his own mode of expression.

A skill to be stressed: ease in experimenting with various genres

Suggested Assignments

Listen to a musical selection and express, in any genre, the emotions or associations this music evokes in you.

Select any literary work studied in this unit and rewrite a moment, specific incident, or idea from it in another expressive form.

Select a piece of music which can serve as background to your theme. Write lyrics for this music.

Pretend the class is going to present a play created from a novel or short story you have read. In preparation for this presentation, each of your groups will participate in one of the following activities:

1. Write a newspaper report to advertise the play
2. Write a summary of it for the PTA
3. Write a short script to be used as a preview for the student body
4. Write a radio announcement of this event
5. Write a program outline to be used at the presentation

Use the theme being studied to create a booklet expressing the theme in several different ways.

Compile a creative-writing booklet with creative pieces written throughout the year.

Notes to the Teacher

Haiku—Offer good examples of haiku, revealing them line by line, for class reaction. Then provide first lines only for individual or group completion.

Cinquain—Although there are many varieties for five-line poetry (limerick is one), the cinquain is a form invented by Adelaide Crapsey, more akin to haiku. The emphasis should still remain on the thought to be expressed, but the unrhymed lines of the cinquain can take two forms. The first form has two syllables in the first and last lines and four, six, and eight syllables in the intervening lines.

Candles
Eight little lights
Burning, oh so brightly
1-2-3-4-5-6-7
Eight nights.

The composition of the second type differs considerably:

Line 1:	one word (the title)	Weekend—
Line 2:	two words (describing)	Carefree days
Line 3:	three words (an action)	Sleeping-in on Saturday
Line 4:	four words (a feeling)	Free, soft, warm, easy
Line 5:	one word (referring to title)	Contentment.

Diamante—Diamante is a seven-line contrast poem which forms a diamond:

1 word: subject noun
2 words: adjectives
3 words: participles (-ing, -ed)
4 words: sound related to subject (2 for first noun, 2 for opposite noun)
3 words: participles
2 words: adjectives
1 word: noun (opposite of subject)

Sea—
Salty, wet
Browning, swimming, floating,
Waves, whitecaps, drifts, formations,
Rolling, expanding, settling,
Solid, firm,
Land.

VIII.
Given a selection from prose, the student will summarize the main ideas.

*A skill to be stressed: Reference skills—dictionary, Thesaurus, **Reader's Guide;** outlining, notetaking, simple footnoting, and bibliography.*

Suggested Assignments

Select an article from the **Reader's Guide** which relates to the theme being studied. After reading it, close the magazine and summarize the main points. Alternate assignment: Take notes while reading the article, and summarize from your notes.

Review your past diary entries and summarize what you have learned about yourself (e.g., your strengths and weaknesses, your relationships with others, what is important to you). Before writing, develop an outline to organize your thoughts.

Write a summary of a particular episode or scene from a reading selection.

Keep a bibliography of all materials studied (including literature and mass media) for the thematic unit. Write a summary of materials you think best portray the theme.

WHAT PRICE PREJUDICE?

Unifying Theme: Can we afford to pay the price that prejudice exacts? What does it cost? Does it cause hurt or hate? How have others answered these questions? Do your answers agree with the answers you find in **The Outsiders** and **Raisin in the Sun?**

Sources for The Teacher

Prejudice, Scholastic
I Am the Darker Brother, Macmillan
I've Got a Name, Holt's **Impact Series**
Uptight, The Name of the Game, NDE
A Piece of the Action, The Name of the Game, NDE

Basic Readings

Mr. Fisherman, Bennett
The Outsiders, Hinton
When the Legends Die, Borland
Sleep in Thunder, Lacy
"Thunder on Sycamore Street," Rose
"I, Too, Sing America," Hughes
"For My People," Walker
"Mother to Son," Hughes
"Little Brown Baby," Dunbar
"Outwitted," Markham
"The Other Foot," Bradbury
"Run, Sheep, Run," Howland

Alternate Basic Readings

Soul Brothers and Sister Lou, Hunter
Jazz Country, Hentoff
A Tree Grows in Brooklyn, Smith
A Raisin in the Sun, Hansberry
"Express Stop from Lenox Avenue," Spies

Activities for Small Groups and Individuals

Clip magazine and newspaper items that show science, democracy, religion, or law as a weapon against prejudice.

List examples from the story "The Other Foot" by Ray Bradbury that support the following quotations:

"An eye for an eye, a tooth for a tooth."
"Turn the other cheek . . ."

Select the one character from your reading who has best handled the problem of prejudice—his own or prejudice directed against him—and explain why.

Select an incident from your reading in which you feel prejudice should have been faced differently, and rewrite that incident in script or paragraph form.

List as many types of prejudice other than racial as you can. Choose one, explain what causes it, and give suggestions for eliminating it.

Discuss, in small groups, popular songs dealing with prejudice. Select the best examples and bring in the lyrics and records for class discussion and comparison.

Tell in class discussion about friends of other races, whom you have known. Discuss the elements of the friendships which helped diminish feelings of prejudice.

Listen to "Let there be peace on earth, and let it begin with me" and the poem "I Am One" by Edward E. Hale. List ways teenagers can help in eliminating prejudice.

Compile a list of Negro "first's"—e.g., the Negro doctor who performed the first heart surgery, the first Negro to command a U.S. warship.

Write a skit on the subject of discrimination and present it before the class.

Describe in your journal the greatest prejudice that you have. Then jot down suggestions for lessening this prejudice and keep a record of your progress.

Keep in your journal a record of instances in which you feel you were discriminated against. Record your reactions and best suggestions for facing this problem.

Supplementary Readings
For individual and group work
Relations Among Religious and Racial Groups

Books

Marching to Freedom, Bleiweiss
A Question of Harmony, Sprague
The Troubled Summer, Haas
Call Me Charley, Jackson
Anchor Man, Jackson
The Street, Petry
Not Without Laughter, Hughes
All American, Tunis
A Choice of Weapons, Parks
A Patch of Blue, Kata
South Town, Lorenz
One Summer in Between, Mather
Edgar Allen, Neufeld
Shuttered Windows, Means
Willow Hill, Whitney
Hold Fast to Your Dreams, Blanton
The Contender, Lipsyte

Short Stories

"After You, My Dear Alphonse," Jackson

Drama

Thunder on Sycamore Street, Rose
A Raisin in the Sun, Hansberry

Poems

"Prejudice," Cuney
"We Wear the Mask," Cuney
"Colored," Cuney
"Stronger Lessons," Whitman

Relations Among Economic Groups

Books

Ready or Not, Stolz
Pray Love, Remember, Stolz
Knock at the Door, Emmy, Means
Blue Willow, Gates
A Nation of Newcomers, Hutchmacher

Use the following for role-playing:

As a new student, you feel that no one likes you because you dress or talk differently. You enter the cafeteria and look for a place to sit. You sit next to two people—one is friendly, one is not.

Your parents strongly dislike your boy(girl) friend. Before you go out on a date, defend that person to your family.

Your parents refuse to let you wear mod clothes. You are defending your dress tastes to them.

Your father hates all "hippies" and anything which reminds him of them. You want to let your hair grow, but he argues firmly against it.

You feel that your teacher is prejudiced against you. You disagree with the grading of a test just returned to you, so you stay to talk to him/her after class.

Select one of the following topics for your group to explore: books dealing with prejudice against the Negro race, books dealing with prejudice against other races, books dealing with prejudice against religious or economic groups, research on contributions of the Negro race, or research on contributions of immigrant groups.

Invite two children of different races or nationalities to your classes for questions about their interests, school activities, or families.

Tell what prejudice means to you by completing the sentence "Prejudice is . . ."

Write what you would have said if you had been Joe Blake facing the mob scene in **Thunder on Sycamore Street.**

Discuss the effect of mob influence on individual beliefs in **Thunder on Sycamore Street** and "The Other Foot."

Find newspaper headlines in which a human being is referred to by a label—e.g., "Dropout Arrested for Speeding."

Respond to Nancy in dialogue in the following situations:

At the end of "Run, Sheep, Run," Nancy asks, "As for Mattie, it's like Peggy, you can't go around feeling responsible for every misfit that comes along. A person has a right to choose her own friends, hasn't she?"

Nancy asks: "As long as you just go your own way and let people like Mattie take care of themselves, well that's enough . . . Isn't it?"

Choose one of the following topics for a short talk:

An Example of Prejudice in My Neighborhood
The Most Prejudiced Person I Know
A Scapegoat in Our School
A Prejudice I Want to Get Rid Of

Relations Among Nationality Groups

Books

Across the Tracks, Young
When the Legends Die, Borland
The Bucket of Thunderbolts, Olson
Carol's Side of the Street, Bleim
Gentleman's Agreement, Hobson
Joe Panther, Ball
Swamp Chief, Ball
Joe Sunpool, Wilcox
Fofana, Guillot
Miriam, Somerfelt
A Chance to Belong, Jacobs
A Long Time Coming, Whitney

Drama

Westside Story, Laurents

Poem

"Fire and Ice," Frost

Essay

The Outnumbered, Brooks

Pretend you are the editor of "What's Your Problem?" What answer would you give each of the writers below:

> I'm sixteen. A boy who has a lot of money has asked me out on a date. I'm ashamed of my family and the poor neighborhood we live in. How can I go out with him and still not have him know what my family life is like? Sue
>
> There's this one boy who has a homely look. I like him very much. But I don't know if I really like him or if I just feel sorry for him. My friends tell me to quit him. Should I? George

Find the assumption in each of the following statements:

> "I wouldn't trust anybody over 30."
> "After all, his father is a street cleaner . . . "
> "I don't want a foreigner living next to me . . . "
> "I won't date a boy who doesn't own a sports car."
> "I wouldn't vote for any Catholic . . . "

Discuss the following reactions to prejudice. Which do you think are harmful to the victims of prejudice? Which are helpful? Can you think of other ways people react to prejudice?

> Hiding your true feelings, pretending to accept what "they" say.
> Being oversensitive, always on guard for snubs.
> Putting up a false front, making use of status symbols.
> Drawing closer together with your own group.
> Adopting the prejudices against your own group.
> Being prejudiced against other groups.
> Being more tolerant, having sympathy for other victims of prejudice.
> Trying harder, working harder, studying more to prove your own abilities.
> Standing up for your rights.

WHAT COUNTS?

Unifying Theme: What counts for you? What do you believe to be "lasting" values? Is seeking popularity like following a will-o'-the-wisp? Are you under a delusion if you think good looks are important? How do you reconcile these natural longings with the importance of a search for knowledge, a desire to be "useful" to the world, and an awareness of the importance of being "you"? Perhaps you will find a solution to some of these difficult questions as you read **The Forgotten Door** or "Flowers for Algernon."

Basic Readings

The Family Nobody Wanted, Doss
The Forgotten Door, Key
Lilies of the Field, Barrett
"Flowers for Algernon," Keyes
"Dr. Heidegger's Experiment," Hawthorne
"Gift of the Magi," O. Henry
"Richard Cory," Robinson
"What Should You Tell That Son," Sandburg

Supplementary Readings

For individual and group work

Books

The Contender, Lipsyte
Hot Rod, Felsen
The Inn of the Sixth Happiness, Burgess
Everything But Money, Levenson
Jazz Country, Hentoff
The Glory Tent, Barrett
My Sister Mike, Walden
For 2c Plain, Golden
The Loner, Weir
Going on Sixteen, Cavanna
Little Britches, Moody
Sleep in Thunder, Lacy
Trish, Craig
The Martian Chronicles, Bradbury
Sorority Girl, Emery
Two Green Bars, Stankevich
Island of the Angels, Wibberley
The Popular Crowd, Emery
The Big Wheels, Huntsberry
Yea! Wildcats!, Tunis
Anna and the King of Siam, Landon
It Could Happen to Anyone, Craig
April Morning, Fast

Activities for Small Groups and Individuals

Select a quality that you would like others to recognize in you and discuss how you can reveal this quality to others, or write a paragraph discussing the quality you value most about yourself.

Write a description of yourself as you would like to be five years from now.

Keep a record in your journal of what qualities you would like to develop in yourself. Select one to concentrate on each week. Record evidence that you are working toward this goal.

Choose someone you admire very much and explain what qualities make him likeable, or take one quality and give examples of ways in which the person portrays this quality.

Read "My Most Unforgettable Character" in the **Reader's Digest.** Choose your most unforgettable friend or relative, and write a character sketch about him.

Think for a few minutes about the word **values.** Without discussion, write the thoughts which come to you, including ideas and names of people.

Listen to Barry Sadler's **Ballad of the Green Berets,** selections from **The King and I,** and **Camelot.** Discuss the values reflected in these songs.

Discuss popular songs which deal with values. Select one song, and write one paragraph explaining the values portrayed in the song. In a small group read the final paragraphs, selecting one from each group to be read to the class.

Agree or disagree with the following statements:

"That man is the richest whose pleasures are the cheapest."
—Thoreau
Young persons show their insecurity in their constant demand for action or excitement.
In today's world, you have to think of yourself first.
The love that members of a family have for one another is more important than anything else in facing problems.

Drama

My Fair Lady, Lerner

Poetry

"The World Is Too Much With Us," Wordsworth
"If," Kipling
"My Native Land," Scott
"Money," Sandburg
"The Road Not Taken," Frost
"Paul Revere's Ride," Longfellow
"The Flattered Lightning Bug," Don Marquis
"Those Two Boys," Adams
"The Tables Turned," Wordsworth
"Invictus," Henley

Short Stories

"The Restless Ones," Waller
"After Twenty Years," O. Henry
"Shirt Tail Boy," Lincoln
"The Necklace," Maupassant
"Kid Brother," Chute
"Weep No More My Lady," Street
"The Flying Machine," Bradbury
"Stolen Day," Anderson
"The Red Apple," Hager
"Prodigal Son," Bible
"Good Samaritan," Bible
"Man Without a Country," Hale
"The Lagoon," Conrad

Biography

World of Albert Schweitzer, Anderson
Story of George Washington Carver, Bontemps
Winston Churchill in Trial and Triumph, Morehead
Victory Over Myself, Patterson
Lou Gehrig: Quiet Hero, Graham
Profiles in Courage, Kennedy
The First Woman Doctor, Baker
Instant Replay, Kramer
Up From Slavery, Washington
George Washington Carver, Holt
The Story of Helen Keller, Hickok
The Night They Burned the Mountain, Dooley
Babe Ruth Story, Considine
Buffalo Bill, Garst
Mickey Mantle of the Yankees, Schoor
Abe Lincoln: Log Cabin to White House, North
Madame Curie, Curie
Fifth Chinese Daughter, Wong

Imagine that you have had an experience similar to Little Jon's in **The Forgotten Door.** You regain consciousness in a strange place, not the earth. In one or two paragraphs describe what you see around you.

Write a letter to someone you admire, explaining why you admire him or her.

Define one of the following words: honesty, justice, glory, peace.

Select the one quality you admire most in one of your parents (sister, brother, best friend) and discuss in a paragraph how he displays the quality.

Submit an editorial to the school newspaper on ideas presented in a panel discussion on "Is Patriotism Dead?" or "Teen-Age Status Symbols."

Agree or disagree with the following statements after reading **Lilies of the Field:**

The old mother is a dictator who exploits Homer.
Homer should not have allowed himself to be used.
Homer does not understand why he stays.
Homer gets nothing out of the struggle to build the chapel.

Make a list of characteristics of a particular hero and support each quality listed by citing a short passage from the book.

Listen to the record "Impossible Dream" from **Man of La Mancha.** Discuss the advantages and disadvantages of setting high goals.

Defend something you believe, pretending the class is a group holding the opposite point of view—e.g., defend a more liberal dress code to a faculty group.

Write a description of the ideal boy or ideal girl.

Look for pictures that illustrate what people value. Show your selection to the class for discussion of whether the values portrayed are spiritual or material.

Make a booklet including at least ten pictures that illustrate what you value.

Imagine you are a soldier in Vietnam. Write a letter home explaining what you value most.

Listen to a panel of people from the community; discuss what they value. Include a minister, doctor, salesman, parent, military person, and a policeman.

Interview individuals from various walks of life or different ages. Evaluate their answers.

Write a summary after talking with a grandparent or other elderly person describing how his values have changed through the years.

Films

"Johnny Appleseed"
"Helen Keller"
"The Violinist"
"The Ox Bow Incident"
"Dropping Out: Road to Nowhere"

Discuss the ways in which your values have changed from those you held when you were six years old.

Discuss My Fair Lady in terms of how language gives people an impression of what a person values.

Select one thing that you value in life. Explain how your family, school, community, and friends have influenced your feeling about this.

State your philosophy of life by writing in one sentence each what you believe about the following: fun, faith, feelings (love, ambition, hate, anger), money, work, family, society, friends, school, war, peace.

Read a biography; then write one paragraph explaining what the subject valued and how his values contributed to his success. These paragraphs might be compiled into a classroom booklet entitled **Hall of Fame.**

Create a script depicting a situation in which honest communication does not take place, and then act it out in a small group.

AGAINST THE ODDS

Unifying theme: Man's courage is shown in many lights. Is courage personal or public—or both? Does one man's courage have any influence on other men? Is it easier to be courageous when you are with others? Find the answers to some of your questions as you read stories of personal courage, courage against physical environment and courage across the ages.

Basic Readings

"The Big Wave," Buck
Shane, Schaefer
Bridges at Toko-Ri, Michener
"Bill's Little Girl," Gale
I Am Fifteen and I Don't Want to Die, Arnothy

Alternate Basic Readings

True Grit, Portis
"The Valiant," Hall and Middlemass
"Mother to Son," Hughes
"If," Kipling
Karen, Killilea
The Story of Gabrielle, Gabrielson
Victory Over Myself, Patterson
The Contender, Lipsyte
I Always Wanted to Be Somebody, Gibson
"Run, Boy, Run," Herman
Death Be Not Proud, Gunther
Ice Station Zebra, MacLean
Kon Tiki, Heyerdahl
Mrs. Mike, Freedman
A Night to Remember, Lord
The Raft, Trumbull
The Call of the Wild, London
Island of the Angels, Wibberley

Films

"Nahanni"
"High Wind in Jamaica"
Johnny Tremain, Forbes
April Morning, Fast
Across Five Aprils, Hunt
Profiles in Courage, Kennedy
Florence Nightingale, Nolan
A Lantern in Her Hand, Aldrich

Activities for Small Groups and Individuals

Create a bulletin board illustrating different types of courage. (Each individual may contribute selected pictures from magazines; small groups may select pictures and make collages.)

Find newspaper articles reporting acts of courage. Explain why you think the act was courageous.

Choose a quotation relating to the theme of courage (e.g., "It is better to live one day as a lion than a hundred years as a sheep."), and prepare a two-minute speech based on an anecdote which you think proves or disproves the point of the quotation.

Describe in a prepared three-minute speech a literary character who you think exemplifies an admirable and/or unusual kind of courage.

Select the best treatment(s) of courage found on TV. Discuss one in detail or compare the effectiveness of several.

Record in your journal any instances of courage that you find in yourself and others.

Describe the most courageous act you have witnessed or read about. Explain fully.

Select a character from a novel or play you have read and argue that he is or is not courageous. Support your point of view with references to specific episodes and/or actions.

Identify the one situation in the short stories you have read during the unit which you think required the most courage. Explain why.

Select the climactic scene from a novel or story and write a script to depict that scene; prepare it for class presentation.

Select from the **Reader's Guide** a magazine article dealing with personal courage, and write a summary in which you explain why the person was considered courageous.

Explain why the father in "Bill's Little Girl" was courageous in giving up his daughter. Refer to specific statements or actions; include at least three reasons why Bill was courageous.

Supplementary Readings
For individual and group work

Personal Courage

Books

In a Mirror, Stolz
Out on a Limb, Baker
A Cup of Courage, Lewiton
Stranger in the House, Shurburne
Teacher, Keller
Incredible Journey, Burnford
Old Yeller, Gipson
Robinson Crusoe, Defoe
Light in the Forest, Richter
It's Good to Be Alive, Campanella
Ready or Not, Stolz
Dark Adventure, Pease
Edge of Violence, Riter
The Loner, Weir
A Long Way Up: Story of Jill Kinmont, Valens
The Girl Inside, Eyerley
It Takes All Kinds, Means

Short Stories

"Guerrilla Mother," Buck
"A Day's Wait," Hemingway
"Child Pioneer," Morror
"The Thunderbird's Return," Pyle
"A Secret for Two," Reynolds
"Man Without a Country," E. Hale
"Fifty-two Miles of Terror," Gaby
"The Survivors," Sullivan

Poetry

"Invictus," Henley
"Gunga Din," Kipling
"If We Must Die," McKay
"Upstream," Sandburg

Drama

The Valiant, Hall and Midd
The Leader of the People, Steinbeck
The Miracle Worker, Gibson

Films

Bridges at Toko-Ri, Michener
The Story of My Life, Keller

Answer the following questions after reading **Death Be Not Proud:**

How did various family members display courage?
Are pride and courage entertwined? Are they alike or different?
What is the difference between Johnnie and his father in their expressions of courage?
How can Johnnie's courage serve as an incentive to others?

Write a short story dealing with courage, after a small-group brainstorming session to discuss the following:

Where could this story take place?
Who could be in this story?
When could this story be happening?
Under what conditions could the events be taking place?

Role-play in small groups:

Outline a situation requiring moral courage, e.g., Your best friend is downgrading another of your friends. What do you say?

Select one quality from the poem "If"; explain why this quality would help you face a problem. Include two situations in which you might need this quality.

Use the library research facilities to identify a person in history who showed great courage when making a significant decision.

Rewrite the ending of the play **The Valiant** as it might have been had Dyke admitted his identity to his sister or to the warden.

Select one of the following subject areas and relate it to the theme of courage: sports, physical handicaps, animals, natural environment, history. In small groups, read and discuss literary selections on the topics chosen.

Describe a conflict you have witnessed in which animals were fighting, paying particular attention to the time, place, circumstance, and outcome of the battle.

Take one of the following statements and show that London did or did not say this in **Call of the Wild:** Civilization is a thin coating that covers the primitive nature of animal or man. The weak do not deserve to survive. Man cannot escape his savage nature.

Courage Against Physical Environment

Books

Endurance, Lansing
To Beat a Tiger, Lewis
Captains Courageous, Kipling
Underwater, Hirsch
Two Years Before the Mast, Henry Dana, Jr.
The Man Who Refused to Die, Wynne
The Big Red, Kjelgaard
The Danger Islands, Masserlink
The Island of the Blue Dolphin, O'Dell
Banner in the Sky, Ullman
Up Periscope, White
Carry On, Mr. Bowditch, Latham
Winter Thunder, Sandoz
Let the Hurricane Roar, Lane
Watch for a Tall White Sail, Bell
The Village That Slept, DeLadebat
Sea Wolf, London
Hill's End, Southall
Avalanche, Van der Loeff
The Strange Intruder, A. Catherall
Three Without Fear, Dusoe
Adrift in the Artic, Moody
Annapurna, Herzog
Night Flight, de Saint-Exupery
Challenge of the Unknown, Hillary
Pilot Down, Presumed Dead, Phleger
Collision Course, Moscow

Short Stories

"Twelve Walked Away," Tate
"The Deadly Detour at Zacatocas," Graham
"To Build a Fire," London
"Five Against the Odds," Frick
"To the Summit of Everest," Hillary
"David Livingston," Eaton
"Head Hunters of New Guinea," Broomfield
"The Lagoon," Conrad

Poetry

"Wreck of the Hesperus," Longfellow

Use stories you have read to support your opinions about the following statements, which are not necessarily true:

> Disbelief is a usual reaction to any disaster.
> Instinct is as important as intelligence in survival.
> The hardest kind of fight for survival is the one that is within an individual.
>
> A fight for survival faced all alone is more terrifying than one faced with other people.
> It is usually fear that causes one human being to act unjustly toward another.
>
> It's foolish to fight against impossible odds.
> The best and worst in people come out in a crisis.

Identify a character you have read about and show how he or she most closely followed the advice of one of Shakespeare's characters, who said, "Discretion is the better part of valor."

Think back to some situation in your life when the odds were against you, and you had to talk yourself out of giving up. Write about the incident briefly.

Use incidents or characters in the **Island of the Angels** to support your opinions as you react to one of the following statements:

> Each character in the story is facing a struggle for survival against men, nature, or self.
> A frequent response to fear is anger.
> To survive, one cannot be afraid.

Develop one of the following situations, or one of your own, into a story:

> Josie, who was babysitting at the Martins, had just persuaded the twins to go to bed. Now she looked forward to a little peace and quiet. Halfway across the living room she stopped, frozen. Someone was in the kitchen.
>
> Marty knew he shouldn't be there in the "haunted" house, but all the gang had dared him. He had to get down this dark hallway, up those stairs to the north bedroom, grab up the dog's skull in the corner, and carry it outside to prove he had been there.

Imagine that any two people you know well are taking a trip in a sailboat on the Pacific. A storm breaks the mast. The boat begins to swamp. They have only a few minutes to assemble the things they will take with them in the raft. What happens?

Books

Iron Men With Wooden Wings, Cameron
Men of Iron, Pyle
The Red Badge of Courage, Crane
Great Untold Stories of World War II, Hirsch
Banner at Shenandoah, Catton
Marching to Freedom, ed. Bleiweiss
The Moon is Down, Steinbeck
The Little Fishes, Haugaard
The Endless Steppe, Hautzig
Donbas, Sandulescu
The Ark, Benary-Isbert
Ring the Judas Bell, Forman
His Enemy, His Friend, Tunis
East to Freedom, Fukei
Flowers of Hiroshima, Morris
P. T. 109, Donovan
The Tunnel Escape, Williams
The Edge of Tomorrow, Dooley
Delivers Us From Evil, Dooley
Three Came Home, Keith
Burma Rifles, Bonham
An Episode of Sparrows, Godden
Man of Molokai, Roos
North to Freedom, Holm

Short Story

"Gandhi of India," Eaton

Drama

Sunrise at Campobello, Schary
The Pharmacist's Mate, Schulberg

Poetry

"The Man He Killed," Hardy
"Pocohantas," Thackery
"Dunkirk," Nathan
"Invictus," Henley
"The Highwayman," Noyes
"Columbus," Miller
"The Charge of the Light Brigade," Tennyson

Sources for The Teacher

Coping, Gateway
Striving, Gateway
Courage, Scholastic
Against the Odds, Mainstream Merrill

WHO AM I?

Unifying Theme: If you sometimes feel like Charlie Brown he only person in the world with changing moods and hopeless problems, you are not alone. Each person struggles to understand himself, to discover what is important to him, to be at ease around others. Reading about people who ask themselves "Who am I?" helps us put our own thoughts and feelings into clearer focus and profit from their insights.

Basic Readings

Diary of a Young Girl, Frank
Tuned Out, Wojciechowska
"Conversation With Myself," Merriam
"To a Louse," Burns
"I'm Nobody," and **"Myself,"** Dickinson
"You're a Good Man, Charlie Brown" and **"Inside a Kid's Head,"** Lawrence and Lee
"Sucker," McCullers
Selections from **Autocrat at the Breakfast Table,** Holmes
Light in the Forest, Richter

Films

"Adventures of an Asterisk"
"Moonbird"
"The Violinist"

Alternate Basic Readings

"How Shall I Understand?" Mansfield
"I Am One," Hale
The Me Nobody Knows, Joseph, ed.
"Song of Myself," Whitman
A Tree Grows in Brooklyn, Smith
The Big Wheels, Huntsberry
The Red Pony, Steinbeck

Activities for Small Groups and Individuals

Complete the following description: "I am . . . . ." Then describe yourself, first with reference to physical features only, then with references to your personality. Finally, write a summary sentence which includes key words to describe both your physical and personality traits.

Read alound "You're a Good Man, Charlie Brown." Select scenes to be acted out by small groups and present them for the class.

Make a collage of pictures and captions illustrating the kind of person you are—how you feel, what you like, what you have done.

Read the poem "Conversation With Myself" by Even Merriam. In a single sentence, answer either his question "Who am I?" or "What will I become?"

Make daily journal notations on what is important to you or how you feel about a friend or adult.

Write a summary of insights you have gained into yourself, after reviewing your daily notations.

Describe yourself as you see yourself, as your classmates see you, and as adults see you. In **Autocrat at the Breakfast Table,** Holmes identifies the "three Johns" who make up the total person: the person one thinks he is, the person others think one is, and the person one really is.

Choose one of the characters from your reading that you would like to be. Describe his three faces: (1) how others see him, (2) what he really is, (3) what he would like to be. Then explain why you would like to be like him.

Play a game of WHO AM I? Write short descriptions of (a) classmates, and (b) literary characters studied. Your descriptions should be so accurately worded that your classmates can recognize the classmate or character described.

Review the characters met in the unit. Which character do you feel learned most about himself? Answer fully. Explain what he learned and how he applied or will apply this insight into himself.

Supplementary Readings
For individual and group work

Understanding Oneself

Books

The Yearling, Rawlings
Cress Delahanty, West
Bertie Comes Through, Felsen
Swiftwater, Annixter
The Loner, Weir
Drop Dead, Cunningham
My Side of the Mountain, George
Durango Street, Bonham
The Canyon, Schaefer
And Now Miguel, Krumgold
My Friend Flicka, O'Hara
Green Grass of Wyoming, O'Hara
Lord of the Flies, Golding
Seventeen, Tarkington
Seventeenth Summer, Daly
Sweet Sixteen, Emery
Junior Miss, Benson
To Tell Your Love, Stolz
Cricket Smith, Linkletter
April Morning, Fast
Jamie, Bennett
Shadow of a Bull, Wojciechowska
Jazz Country, Hentoff
Alice Adams, Tarkington
Camilla, L'Engle

Short Stories

"The Secret Life of Walter Mitty," Thurber
"The Catbird Seat," Thurber
Time of Discovering, Ferris, ed.
Youth, Youth, Youth, Tibbets, ed.

Drama

Member of the Wedding, McCullers
"Inside a Kid's Head," Lawrence and Lee
My Fair Lady, Lerner
Dino, Rose

Recall some marvelous daydreams you had in school, at home, or while doing your homework. After you have read "Inside a Kid's Head," write about one of your daydreams, or make one up.

Find the place in **The Red Pony** where Steinbeck tells how, after the pony came, Jody got up every morning before his mother awakened and went out to see Gabilan. The book tells what he saw and how he felt on that short trip to the barn. Imagine you are walking a short distance either at sunup or sundown. In your first paragraph describe what you see as you look around you; in your second paragraph, describe your feelings.

Write dialogue to supplement what has been said by characters in a moment of tension or conflict—e.g., if Peter and Anne in **Diary of Anne Frank** had voiced their love for each other, what might they have said?

Bring in a photograph or portrait of someone. List characteristics you see, and develop a one-paragraph character sketch based on what you believe is the dominant characteristic.

Bring in a photograph of yourself and, after examining it, write an objective self-portrait, or exchange photographs and write an objective description of another person.

Write a paragraph describing yourself as you would like to be. What would the ideal **YOU** be like? What traits would you like to develop? If you're pleased with yourself as you are, say so, but look for ways of making yourself even better.

Bring in comic strips and cartoons depicting the theme "Who Am I?" Then create a comic strip of your own from a story you've read. Include dialogue.

Respond, after you have read **Dino,** to the following question: What **one** experience has most affected you?

Pretend you have the choice of changing yourself into an object, not a person. What might you change yourself into? Why did you make this choice?

Look up the definition of the word *metamorphosis*. Describe the metamorphosis that you have undergone since age six.

Choose one person in the room to observe for a week. Record your observations of his moods including non-verbal signals—e.g., facial expressions, body movements, gestures, posture.

Support or **refute** the following statements:

Everybody should be different.
You can't understand yourself until you understand others.
To know oneself is to know not only one's strengths but one's weaknesses.
All of us would like to remain children forever.

Record your feelings in your journal, the next time you are very angry with someone. Several days later, reread the entry and compare your feelings then and now.

Understanding Relationships With Adults

Books

The Green Years, Cronin
Up a Road Slowly, Hunt
Stars in My Crown, Brown
Lilies of the Field, Barrett
It's Like This, Cat, Neville
Selections from **Huck Finn** and **Tom Sawyer,** Twain
Shadows on the Rock, Cather

Poems

"Outwitting," Markham
"Mending Wall," Frost
"Death of the Hired Man," Frost

Understanding Relationships With Friends

Books

Goodbye, Mr. Shadow, Stolz
Mountain Laurel, Emery
My Sister Mike, Walden
Double Date, Jardin
Huck Finn and **Tom Sawyer,** Twain
The Contender, Lipsyte

Short Story

"Going Steady," Eatook

Poem

"No Man is an Island," Donne

Sources for The Teacher

Who Am I?, Macmillan
People Like You, Merrill
Maturity: Growing Up Strong, Scholastic
Coping, Macmillan
I've Got a Name, Holt, Rinehart and Winston

TALES OUT OF SCHOOL

Unifying Theme: Why are you in school? Do you go to school to meet your friends, to "be where the action is"? Do your classes help you understand the complex problems of the world around you? Does school help you find out who you are and what you want from life?

Each student responds differently to the "ordeal" of school as he attempts to answer these questions for himself. Reading about classroom situations—some humorous, some filled with tension—may help you better understand your own place as a student.

Basic Readings

To Sir, With Love, Braithwaite
Good Morning, Miss Dove, Patton
Tales Out of School, Weiss
"Barefoot Boy," Whittier

Films

Good Morning, Miss Dove
Goodbye, Mr. Chips
To Sir, With Love
Up the Down Staircase

Alternate Basic Readings

Up the Down Staircase, Kaufman
Goodbye, Mr. Chips, Hilton
The Shelter Trap, Summers

Supplementary Readings

For individual and group work

Christy, Marshall
The Thread That Runs So True, Stuart
Champion With a Knife, Abell
Separate Star, Erdman
Drop Out, Eyerly
36 Children, Kohl

Activities for Small Groups and Individuals

Write a humorous character sketch of your "most favorite" or "least favorite" teacher, prior to this year. No names, please!

Pretend that you are one of your teachers and, from his or her point of view, write a character sketch of yourself. What does this particular teacher know about you? What else do you wish he knew? See if you can project both in your character sketch of you.

Imagine yourself a newspaper reporter in the 1980's. Your editor has assigned you to cover the opening day of a new school in your community. Write an article in which you **report** those things you observe. You might imagine your ideal school and write from that point of view; or you might imagine that your 1980 school is one in which those things you now dislike have grown worse.

Spend thirty minutes to an hour in a quiet place writing down all the details—sights, sounds, miniature dialogues—you can recall of your experiences in elementary school. Do not worry about order; merely write down things as you recall them. Concentrate on sensory details: colors, textures, shapes, sounds, vivid or blurred images, and smells.

Imagine yourself at the age of sixty engaged in conversation with your 13 or 14 year-old grandson or granddaughter about what going to school was like when you were young, in the 1970's. Write your "imaginings" in the form of a dramatic dialogue or a script for a play.

Project yourself ten years into the future and imagine yourself in the role of the principal or a teacher in your school. Remembering all the time you have spent in school and the way you have spent it, state three or more things you would do to make school more interesting and helpful to students, giving your reasons for each.

Write a series of "definition" sentences ("Happiness is . . .," "Going to school means . . ." "Education is . . .") in which you attempt to record some of your ideas.

Write an imaginary dialogue in which you and a younger brother or sister who is about to begin kindergarten talk about school. What do you think your pre-schooler might ask you? What can you tell him he can look forward to?

Think and discuss in small groups: If all the schools suddenly ceased to exist—if all the school boards and teachers and buildings disappeared overnight—how would you begin to replace them? What changes would you make? Are there possibly any ways to accomplish the purposes of school without having schools at all?

Choose one of the following for writing:

An informal essay in which you react to the prospect of suddenly starting over with ways to educate people
A story with an imaginary setting in some future time, after there has been a major change in schools

Make a list of ways in which school helps you grow—e.g., develop skills for jobs, understand world around you, understand self and other people.

Compare intermediate school and elementary school. Eighth graders may describe the ways in which they expect high school will be different from intermediate.

Outline the high school program you think will best meet your needs and interests.

Dramatize one of the following in small groups:

good and poor study habits
effective and ineffective ways of taking a test
cheating—with repercussions, long- and short-range
teacher-student conflicts

LAUGHTER IS THE BEST MEDICINE

Unifying Theme: What makes you laugh? Do you sometimes laugh when you could almost cry at the same time? Can you see the humor in your own mistakes as easily as you can laugh at others? Laughter is one of the best means to relieve tension; a good sense of humor always brightens the picture. Humor can also be critical; sometimes as we laugh, we recognize a serious purpose behind the light words. We laugh at man's foibles, only to realize that we share these weaknesses. We laugh, but we can also learn.

Basic Readings

The Pushcart War, Merrill
Please Don't Eat the Daisies, Kerr
"Secret Life of Walter Mitty," Thurber
"Ransom of Red Chief," Henry
Selections from **The Thurber Carnival,** Thurber
Selections from **Chucklebait,** Scoggin
Selections from **The Mud Hen,** Allen
Selected poems of Nash, Armour, etc.
You're a Good Man, Charlie Brown, Shultz
You Can't Take It With You, Kaufman and Hart

Supplementary Readings

For individual and group work

Books

The Egg and I, MacDonald
Everything But Money, Levenson
For 2c Plain, Golden
Water, Water Everywhere, Kimbrough and Skinner
Leave It to Beany, Weber
I Owe Russia Twelve Hundred Dollars, Hope
The Horse in the Gray Flannel Suit, Hatch
Something Foolish, Something Gay, Sire
My Life and Hard Times, Thurber
Penrod, Tarkington
Anything Can Happen, Papashvily
Raising a Riot, Toombs
The Brady Bunch, Johnson
Bertie Comes Through, Felsen
It All Started With Columbus, Armour
Animal Farm, Orwell
Seventeen, Tarkington
The Kid Who Batted 1000, Allison and Hill
We Shook the Family Tree, Dolson

Activities for Small Groups and Individuals

Write an original joke or a humorous anecdote, or retell one you have heard.

Select pictures and cartoons from magazines, and identify ingredients of humor. Write captions for several pictures.

Recreate a humorous family or school situation. Role-play in small groups.

Select your favorite comedian. Deliver some of his jokes or write original material imitating his style. Have the class or a small group identify the comedian.

Select your favorite TV comedy. Explain what is especially effective about the show, i.e., characterization, plot, lines.

Dramatize the most humorous scene from a novel or story read in a small group.

Find examples of slapstick humor in television. What is your reaction to this kind of humor?

Choose a scene from a novel or play which you think could be funnier, and rewrite it.

Keep a record in your journal of humorous incidents and comments. Keep a record of what made you laugh during the day.

Keep a record of bloopers, unintentional mistakes in language, heard on television or in class.

Plan humorous presentations for the class such as a class comic strip (caricature); humorous impersonations of television personalities such as Bob Newhart, Flip Wilson; a pantomime of a humorous situation.

Read an Art Buchwald article and discuss what is humorous and how he gets his point across about serious problems.

Make up a revised version of one of the old fables after reading Thurber's "The Little Girl and the Wolf."

Short Stories and Poems

"How We Kept Mother's Day," Leacock
"Little Girl and the Wolf," Thurber
"The Unicorn in the Garden," Thurber
"The Fraudulent Ant," Twain
"Dick Gregory Laughs It Off," Gregory
"Mother Was There First," Gilbreth and Carey from **Bells on Their Toes**
"The Mad Sampler"
"My Life and Hard Times," Thurber
Poems of Nash, Don Marquis, McCord, Armour
"Microbe," Bellow
"The Cremation of Sam MaGee," Service
"Jabberwocky," Carroll
"Cleaning Out the Desk," Benchley
"The Glorious Whitewasher," Twain

Mass Media

Art Buchwald's articles
The Benchley Roundup, Benchley
"My Favorite Jokes" in **Parade, Washington Post**
Dennis the Menace and other newspaper comic strips
Charles McDowell's articles
Political cartoons
Eek and Meek cartoon
Charlie Brown books and comic strips
Team Power, Hirsch
Mark Twain Tonight, Holbrook
Bill Cosby selected records
Mad magazine

Films

"A Chairy Tale"
"Timepiece"
"Violinist"
"Moonbird"

Sources for The Teacher

The Lighter Side, Scholastic
Teen Age Treasury of Good Humor, Manley
The Comic Spirit in America, Massey
Literature to Enjoy and **Literature to Remember,** Macmillan's Literary Heritage Series
Out on a Limerick, Cerf, ed.

Show some old newsreels and make a dialogue to fit the action.

Form groups to read an article from **Mad** magazine, and then present an explanation of the satire of the article.

Tell a joke to ten different people and record their reactions for class discussion. Analyze reactions to different types of humor. Discuss the importance of effective delivery in telling jokes.

Write a parody of a serious poem or story.

Find examples of humor in teen slang expressions. Compare these examples with old fashioned slang—e.g. "spooning."

Find examples of idiomatic expressions which, if taken literally by a foreigner learning English, would be humorous—e.g., "you're pulling my leg."

Bring in an example of a joke based on a stereotype—e.g., a typical teenager, the hen-pecked husband, the dumb blonde.

Create a humorous skit in small groups using three objects which have been given you (flashlight, book, mirror, pincushion).

A FAMILY IS . . .

Unifying Theme: What is a family? Is it simply a group of people—mother, father, and children? Mother and children? Mother, father, children, aunts, uncles, cousins? Or might it even be made up of children alone who are cared for by an older sister or brother, aunt, or friend? What makes the family a unit? Is there a feeling shared by each person in a family which makes a family different from any other group of people? Because this feeling is difficult to define, let's see it in action—in a girl's disapproval of her conforming parents, in a boy's acceptance of responsibility after his father dies, in a father's advice to his son.

Basic Readings

Who Wants Music on Monday, Stolz
April Morning, Fast
I Remember Mama, Van Druten
"Champion's Son," Schaefer
"The Revolt of Mother," Freeman
"Destroying Angel," Cameron
"Bill's Little Girl," Gale
"What Shall He Tell That Son?" Sandburg
"I Love You for What You Are," Sandburg

Alternate Basic Readings

The Faraway Lurs, Behn
Big Doc's Girl, Medearis
Across Five Aprils, Hunt
"My Father Doesn't Like Me," Scott
"The Hat," West
"Parents Are People," Weiss

Activities for Small Groups and Individuals

Imagine, after reading Jack Schaefer's "Champion's Son," that you are a reporter for the local paper. Write a story of the roping contest, including Cal Burnett's and Harvey Kendall's parts in it; or write a news story about Cal Burnett's decision to settle in the area and raise cattle; or write an interview with Cal Burnett; or stretch your imagination and write "An Argument Between Two Pairs of Boots."

Write a one-sentence definition of **home** and **family** using a dictionary. Then read Robert Frost's "Death of the Hired Man" and discuss the definitions of **home.**

Write a one-sentence description of each of the following words: **house** and **home.**

Select one of the characters read about and write the definition of family as that character would express it.

Write a group poem from the one-sentence definitions of **family** and **home.**

Select pictures of families. Describe the family—its nationality, economic circumstances, and characteristics.

Select a family picture in which you think something interesting has just happened, or is just about to happen, and act out the scene.

Write a description of your father or mother, concentrating on physical features.

Write a stereotyped description of a parent from a teenage viewpoint.

Write a personal sketch entitled "I Remember _____." The play **I Remember Mama** should bring to mind pleasant memories of people. You may write about an unforgettable real-life person you have known, or you can use your imagination and pretend you remember some famous person in history, science, sports, literature.

Write a paragraph explaining what Mama, in **I Remember Mama,** meant when she said that being rich would be "good for some things—bad for others."

Supplementary Readings

For individual and group work

Bridging The Generation Gap

Books

Shadow of a Bull, Wojciechowska
Cheaper by the Dozen, Gilbreth and Carey
The Brady Bunch, Johnston
Please Don't Eat the Daisies, Kerr
Green Grass of Wyoming, O'Hara
Raising Demons, Jackson
Meet the Malones, Weber
But Daddy! Fuck
Who Gets the Drumstick, Beardsley
The Bucket of Thunderbolts, Olson
It's Like This, Cat, Neville
More Than Courage, Baudouy
Gull Number 737, George
Windmill Pilot, Archibald
The Two Worlds of Norriko, Breck
A Bend in the Road, Raymond
The Friendly Persuasion, West
My Name is Aram, Saroyan
One Saint and Seven Sinners, Hall
A Family on Wheels, Trapp and Murdock

Short Stories

"Mister Chairman," Scott
"The Hat," West
"A Corsage for Cathy," Henderson

Plays

Romeo and Juliet, Shakespeare
Mama's Bank Account, Forbes
Life With Father, Lindsay and Crouse
You Can't Take It With You, Kaufman and Hart

Accepting Responsibility In The Family

Books

April Morning, Fast
Ready or Not, Dollen
Ole Yeller, Gipson
Drop Out, Eyerly
Jamie, Bennett
Stranger in the House, Sherburne

Imagine that twenty years have passed, and you are now the father—or mother—of at least one teenager. Think about how you would act as a parent. Would you set up rules? Would you punish? If so, how?

Do something nice for a member of your family without telling him or her. Keep a record in your journal of any reactions to or results of the good deed.

Select a member of your family with whom you would like to have a better relationship. Jot down suggestions for improvement in your journal and try to implement one of these suggestions. Keep a record of your progress.

Review the parents we have read about. Explain what qualities these characters have that make them good parents.

Pretend you are the writer of a newspaper advice column. Write your answer in letter form to the following requests for advice:

> I am thirteen. My parents have terrible arguments almost every night. I try to stop them, but this only makes them angry with me. Is there anything I can do? Larry
>
> I'm worried about my brother Carl. He has joined a gang of tough boys. How can I get Carl to break away from this gang before he gets into serious trouble? Becky
>
> I am a twelve-year-old boy. My mother is forever telling me I should grow up. She says it's time for me to be thinking about a goal in life and what I can do to better myself. I say that I have plenty of time to do these things. What do you say? Jim

Bring in comic strips and cartoons that depict family situations. State in one-sentence the problem and/or solution portrayed.

Select a picture from a magazine that shows family love. Explain how this love is expressed in a picture.

Select your favorite family TV program. Describe the family, explaining what you admire about the relationship between parents and children.

Select a family TV program. Describe the family, explaining what you admire about the relationship between parents and children.

Select a family TV program which you feel is not a realistic portrayal of family life. Explain why the characters or their actions are not realistic.

Getting Along With Siblings

Books

Rascal, North
Hardnose, Douglas
Little Women, Alcott
Wait for Marcy, DuJardin
How Green Was My Valley, Llewellyn
Pray Love Remember, Stolz
The Bent Twig, Fisher
High Road Home, Corbin
The Human Comedy, Saroyan
They Loved to Laugh, Worth
The Kennedy Family, Dinneen
The Family Nobody Wanted, Doss
Seventeen, Tarkington
Seventeenth Summer, Daly

Short Stories

"A W[illegible]l for a Wedding," Hope and Ancker
"The Sermon [illegible]y Father Forgot," Miller
"Destroying Angel," Ambler

Film

It's Your Move

Sources for The Teacher

A Family is a Way of Feeling, Gateway
Maturity: Growing Up Strong, Scholastic **Contact**
Impressions in Asphalt—"Exploring the Meaning of Family," Scribner
Teen-age Tales
Stories for Youth
Stories for Teenagers
Rebels and Regulars

Divide into groups. Choose reading from one of the following categories and discuss the questions suggested:

Generation gap: How is the generation gap shown? How can it be bridged?
Problems families face: What problems face the family? How does the family respond to the problems?
Family fun: What made family life enjoyable?
Brother-sister relationships: What makes it difficult to get along with a brother or sister? How can the relationship be improved?

Research one of the following topics in small groups:
Problems families in other countries face
Family recreation in other countries
Responsibilities of family members in other countries
Service organizations to children of the world (UNICEF, orphanages, Red Cross)

Write in dialogue the ending to the family situation in the film **It's Your Move.**

SCARED TO DEATH

Unifying Theme: Are you easily frightened? Do flying saucers or interplanetary beings make you shudder? Do reports of ESP send shivers up your spine, or leave you skeptical? Do you change the channel when the late, late chiller movie comes on television, or find it easy to leave in the middle of a suspenseful mystery? If your answer is yes to all of these questions, for the protection of your nerves and good mental health, it is suggested that you do *not* sign up for this unit. If, on the other hand, you find horrible monsters fascinating, seances and ouija boards your favorite party activities, fantastic outer world existence believable, and a good murder exciting, **Scared to Death** is for you. Since it would be dangerous to enter into such a study alone, *together* we will explore the unknown through numerous horror, mystery, supernatural, and science fiction stories and poems.

Basic Readings: Select one group

Horror

"Tell-Tale Heart," Poe
"The Lottery," Jackson
"The Lady or the Tiger," Stockton
"Cremation of Sam McGee," Service
"Legend of Sleepy Hollow," Irving
The Forbidden Garden, Curtiss

Mystery

Two Minute Mysteries, Sobol
"A Jury of Her Peers," Daly
"The Speckled Band," Doyle
"Sorry, Wrong Number," Fletcher
Then There Were None, Christie

Science Fiction

R is for Rocket, Bradbury
The Puppet Masters, Heinlein

Supernatural

Great Ghost Stories, Stern
"The Witch of Coos," Frost
"The Lonely," Serling

Supplementary Readings

For individual and group work

Horror

Great Tales of Horror, Sohn, ed.
Twelve Stories for Late at Night, Hitchcock
Horror Times Ten, Norton
Frankenstein, Shelley
Dracula, Stoker
Great Horror Stories, Karloff
Eleven Horror Stories, Scholastic
"Little Orphan Annie," Riley

Activities for Small Groups and Individuals

Define each of the following in one sentence: gargoyle, warlock, witch, superstition, supernatural, extra-sensory perception, astrology, palmistry, graphoanalysis, levitation, seance, hypnotism.

Write a beginning and ending sentence to a possible story. Exchange papers with a classmate and write a science fiction, supernatural, mystery, or horror story from the two sentences you receive.

Write a script for "The Tell-Tale Heart," working in groups.

Write a story interpreting an abstract picture or photograph.

Write a description of either schools, houses, cities, automobiles, or fashion (hair, clothes) in the year 2250 A.D.

Write a letter about Earth to a friend, pretending you are a visitor from outer space. Use **Discovering Your Language** in which a Venutian observes Earth language.

Read and discuss in a small group a story from one of the following areas: the supernatural, ghost stories, horror stories, mystery stories, science fiction stories.

Make a list of words with emotional impact that relate to the theme—e.g., shiver, chill, shudder, peer, horror, terror, shock, gooseflesh.

Make a drawing depicting your concept of a supernatural creature.

Find what your zodiac sign is and research its background. Write a summary of what you find.

Bring in pictures that express fear. After viewing a picture on the opaque projector, list words that enter your mind. Then create a caption for that picture using these words.

Use the following objects to plan mystery skits in small groups for presentation to the class: flashlight, bell, glove.

Mystery and Suspense

We Have Always Lived in the Castle, Jackson
My Favorite Mystery Stories, Daly
The Strange Case of Dr. Jekyll and Mr. Hyde, Stevenson
Adventures of Sherlock Holmes, Doyle
Famous Mysteries of the Sea, Lauber
Mustang: Nonstop in London, Lytton
Great True Detective Mysteries, Hynd
13 Clues for Miss Marple, Christie
Spy-in: Mod Squad #4, Deming
The Man Who Never Was, Montagu
The Chalk Garden, Bagnold
Moonstone, Collins
The Paper Dolls, Davies
The Arm of the Starfish, Engle
Witch of Blackbird Pond, Speare
Kidnapped, Stevenson
Treasure Island, Stevenson
"Ghost of the Lagoon," Sperry
"Master Counterfeiters," Hynd
"Nose for Trouble," Kjelgaard

Supernatural Fantasy

Chilling Stories from Rod Serling's Twilight Zone, Gibson, ed.
Supernatural, Hirsch, ed.
World of the Strange, Smith
Black Magic-14 Chilling Tales, Ward, ed.
Ghosts and Things, Stevenson, et. al.
More Ghost Stories, Furman, ed.
Bride of Pendorric, Holt
Virginia Ghosts, Marguerite DePont Lee
Alfred Hitchcock's Spellbinders in Suspense
"The Monkey's Paw," Jacobs
The Day It Rained Sidneys, Westreich
The Hobbit and **Lord of the Rings,** Tolkein
The Gift of Prophecy, Montgomery
Ghosts, Ghosts, Ghosts, Fenner
"Dr. Heidigger's Experiment," Hawthorne
The Ghosts of Benjamin Sweet, Gilsdorf

Formulate questions to ask when an FBI agent, a police detective, or a policeman speaks to your class.

Create a time capsule by placing objects that depict our culture in a box. The best collection might then be buried.

Share ghost stories with the class orally.

Write a paper explaining how the characteristics of gothic tales are portrayed in the symbols, traditions, and activities of Halloween.

Plan a Halloween party in detail, making use of the class's knowledge of gothic characteristics.

Research and discuss in small groups one of the following areas: witches, unidentified flying objects, black magic, superstitions, the history of Halloween, horror classics, mystery classics, science fiction classics, horror or mystery stories around the world.

Research and write a report on one of the following topics: ESP, palmistry and face readings, graphoanalysis, astrology, UFO's, black magic, witches. Prepare a bibliography.

Select one of the best television mystery series and explain why it has been successful.

Create short skits with no dialogue, using sound and action only to convey the story. Small groups may work together and then perform for the entire class.

Bring in newspaper articles depicting crime. Write a letter to a friend telling him about the incident, pretending you saw it happen.

Discuss in small groups how horror is used in television cartoons for children and nursery rhymes, fables, and stories for children.

Science Fiction

Daybreak—2250 A.D., Norton
Key Out of Time, Norton
The X-Factor, Norton
Dandelion Wine, Bradbury
All in a Summer's Day, Bradbury
Fahrenheit 451, Bradbury
Door Into Summer, Heinlein
Podkayne of Mars, Heinlein
Land of the Giants #2-The Hot Spot, Leinster
Star Trek 3, adapted by Blish
Twenty Thousand Leagues Under the Sea, Verne
The Mysterious Island, Verne
The War of the Worlds, Wells
The Time Machine, Wells
Chocky, Wyndham
A Wrinkle in Time, Engle
Star Surgeon, Nourse
Dolphin Island, Clarke
Planet of the Apes, Boulle

Sources for The Teacher

Unknown Worlds, Holt's Impact Series
Something Strange, Macmillan Gateway Series
Superstitions, Scholastic Unit

THE SECONDARY PROGRAM

CONSISTS OF

Literature organized in thematic units that incorporate

- in-depth study with a humanities approach
- balanced contemporary and classical offerings, genres, and types
- questioning and discussion of values and tastes

Discussion of

- aesthetic values, form and structure of literature
- history of language
- literary elements in television and film

Composition, with skills developed through

- planned sequences with emphasis on content and organization
- a variety of writing experiences, varying from expository to imaginative
- vocabulary study
- school publications, dramatic arts, and forensics

Composition Grades 9 and 10

I.
A student will write an argumentative paragraph which proves a thesis

Skills to be stressed: subordination and coordination

Suggested Assignments

Defend or refute a current student issue, e.g., Music should be played in the cafeteria during the lunch periods.

Defend or refute a popular quotation, e.g., "Three can keep a secret if two of them are dead."

Develop an essay answer to a test: e.g.,

1. Defend or refute the thesis that one element (plot, theme, setting, characterization) in a particular short story is the most important
2. Defend or refute the thesis that a protagonist undergoes change in a novel

Recommended Sources

Better Paragraphs, Ostrom
Writing – Lessons in Composition, Ginn

II.
A student will write paragraphs of both comparison and contrast.

A skill to be stressed: transitional devices

Suggested assignments

Compare a character from one work with a character from another work.

Contrast two characters within the same work.

Compare two legends.

Contrast two mythological characters.

Compare two objects, e.g., an apple and an orange.

Recommended Sources

Better Paragraphs, Ostrom
Writing – Lessons in Composition, Ginn

45

III.
A student will keep a journal in which he records his observations, experiences, impressions, and opinions.

Skills to be stressed: denotation and connotation

Suggested Assignments

(A journal provides the student the opportunity to experiment freely with various forms of writing. The journal should **not** be graded by the teacher; material abstracted from the journal and written for a specific assignment may be graded.)

Record in a journal
1. Reactions to the performance of a good deed.
2. An overheard conversation.
3. Personal observations and reactions, poetry, quotations, or words.

Base your writing on excerpts from your journal and write
1. A paragraph abstracted from an entry written after a period of solitude
2. A paragraph describing a good deed performed for someone and that person's reaction to the deed
3. A character sketch
4. A dramatic script
5. A parody

Recommended Sources

Hooked on Books and **Hooked on Books: Program and Proof,** Fader
The Open Classroom and **36 Children,** Kohl

IV.
A student will experiment in the writing of book reports and book reviews.

A skill to be stressed: sentence variety

Suggested Assignments

Study published reviews of current books.

Compose a review based on a common reading.

Write a review of a book you have read, stressing your own evaluation.

Design and **write** a book jacket.

Write a one-paragraph summary of plot or theme.

Write one-sentence annotations.

Write one-sentence summaries of the theme, the plot, and the author's purpose in a specific work.

V.
A student will learn the techniques of characterization through biography and autobiography

Skill to be stressed: bibliography, footnotes, and outlining

Suggested Assignments

Write twenty statements beginning with "I am." The following day develop one of these sentences into an autobiographical paragraph.

Prepare twenty questions to ask another person. Using the information obtained from the interview, write a biographical sketch.

Assume the role of a character from your reading and write a first-person narrative.

Compose a dramatic script based on two characters from your reading.

Write a letter to your teacher commenting on a reading assignment. The following day write a response to your own letter from the teacher's point of view.

Construct a collage of pictures and captions to reflect your own personality. Exchange the unsigned collages and write a character sketch describing the artist.

VI.
A student will compose appropriate notes and letters

Skills to be stressed: spelling and punctuation

Suggested Assignments

Write the following social notes:

an invitation
a response to this invitation
a thank-you for a gift
an expression of sympathy

Write a letter to a character in a novel.

Write a business letter to be mailed

to an author
to a movie producer
to a newspaper or magazine editor
to apply for a job
to order an item

VII.
A student will experiment with various literary forms

A skill to be stressed: parallelism

Suggested Assignments

Write an original myth.

Write a parody.

Write a dramatic script.

Expand a poem into prose.

Write the conclusion to an unfinished story.

Construct a story based on your reading of only the first and last sentences of a published work. Compare it with the original.

Write verse (haiku, limerick, cinquain, sonnet, ballad, free).

VIII.
A student will examine the influence of the mass media (films, radio, newspapers, magazines, and television) on himself and his society.

A skill to be stressed: differentiation between fact and opinion

Suggested Assignments

Write a satire of one of your favorite commercials.

Bring in samples of four types of editorials (to persuade, to praise, to inform, to criticize). Write an editorial patterned after one of these.

Examine lead paragraphs selected from newspaper stories. Write a lead paragraph for a news story based on an incident dramatized in the classroom.

Write a paragraph following discussion of a short film, showing the methods the director uses to influence the viewer.

Look for fact or opinion as you examine news stories or articles from a variety of magazines. Rewrite one of these stories or articles using only the factual material.

Listen to tapes of radio news commentators. Write and tape a news commentary using both fact and opinion.

Recommended Sources

High School Journalism
Exploring the Film, Pflaum
Press Time
University of Indiana's "Two Units in High School Journalism"
New York Times

THE HUMAN CHAIN

Unifying Theme: Bloodlines! What do they mean? Writers throughout recorded history have left indelible impressions on the importance of the family. You will see young people in love attempting to overcome family pressures in **Romeo and Juliet.** You will sympathize with Kino in **The Pearl** as he struggles to hold his family together. You will empathize with Ruth in her decision to give up her people for a greater happiness. By taking a closer look at these relationships and experiences of other families and of other individuals, you may gain a new perspective in your role as a family member.

Basic Readings

Romeo and Juliet, Shakespeare
The Pearl, Steinbeck
"The Story of Ruth," Old Testament
"Polonius' Advice to Laertes," Shakespeare
"Ballad of the Harp Weaver," Millay
"My Last Duchess," Browning
"The Scarlet Ibis," Hurst
"Laura," Saki
"Two Soldiers," Faulkner
"The Heyday of the Blood," Fisher

Supplementary Readings

For individual and group work

Books

Wuthering Heights, Bronte
Gone With the Wind, Mitchell
Mr. and Mrs. Bo Jo Jones, Head
A Tree Grows in Brooklyn, Smith
My Antonia, Cather
The Good Earth, Buck
The Friendly Persuasion, West
The Family Nobody Wanted, Doss
Death Be Not Proud, Gunther
The Autobiography of Lincoln Steffens, Steffens
Cheaper by the Dozen, Gilbreth and Carey

Short Stories

"Turkey Red," Wood
"The Blue Serge Suit," Langdon
"Indian Burial," Doner
"Christmas Morning," O'Connor
"I Spy," Greene
"Little Jess and the Outrider," West
"Brother Death," Anderson

Activities for Small Groups and Individuals

Write twenty sentences starting with "My family is . . . " Each group may select the two best sentences and read them to the class.

Compile a list of twenty questions and use them for an interview with one of your parents. The next day exchange questions and answers with another in your group and write a brief biographical sketch of the unknown parent.

Record a conversation you have heard between two children after you have viewed "The Moonbird" and discussed effective dialogue in your small groups.

Assume you have been babysitting with your brother while waiting to go out on a date; your parents are already one hour late. The telephone rings. Record the conversation you might have with your parents who are still at the party. Read your conversations in small groups and select the best ones to be read to the class.

Define each of the following words in one sentence, without consulting a dictionary:

family	love
home	loyalty
sibling	father
security	mother
house	

Read your definitions to each other in small groups. Then check the denotative meaning in the dictionary. Compare your connotative definition with the denotative one.

Read "Home" by Belloc. Discuss the idea of "home" Belloc develops through the Englishman's story.

Compare the life of the old woman in her apartment with her life outside in the film "Stringbean."

Drama

The Miracle Worker, Gibson
Member of the Wedding, McCullers
The Mother, Chayefsky
West Side Story, Laurents
Life With Father, Day

Poetry

"The Courage That Mother Had," Millay
"If Thou Must Love Me," Browning
"It Is a Beautiful Evening, Calm and Free." Wordsworth
"My Papa's Waltz," Roethke

Essays

"Mary White," William Allan White
"Home," Belloc

Films

Shane
A Raisin in the Sun
To Kill a Mockingbird
"The Moonbird"
"Stringbean"
"Sixteen at Webster Grove"
"A Christmas Carol"
Romeo and Juliet
"Adventures of an * "

Sources for The Teacher

Literary Heritage Series
Scholastic Unit: **The Family Books and the Teen-Age Reader,** Carlson
Writing: Unit Lessons in Composition, Ginn

Discuss the short story "The Scarlet Ibis," in which Doodle calls to his brother, "Brother, Brother, don't leave me. Don't leave me." How can this be interpreted as man's classic cry "to belong" and never to be lonely?

Write the words to the song that Kino could have sung in his "Song of the Family," in **The Pearl.**

Study Picasso's "The Tragedy." How does the mood created by Picasso resemble the mood created by Steinbeck in **The Pearl?**

Select three current film stars who you feel could best portray Kino, Juana and the Doctor in **The Pearl.** In a paragraph defend your choice of the stars for the roles.

Improvise one of the following situations in your small group then help the group develop a dramatic script based on one of the improvisations.

- From the point of view of the family pet, show the way your room looks.
- React as your father would react when meeting your date for the first time.
- Assume you are your mother calling her best friend.
- Your mother has dented the fender of the family car; take your father's role as he greets his wife.

Compare or **contrast** your own room with that of your best friend.

Assume the role of the older brother in "Two Soldiers" by Faulkner. In one paragraph, describe your feelings when you first see your brother at the draft induction center.

Discuss Gran'ther Pendleton's philosophy in "The Heyday of the Blood": "Live while you live and then die and be done with it." Notice how Gran'ther and Joey experience the fair with all their senses. Relate an incident when your senses were most alive.

Listen to the words and music from "Whither Thou Goest" from **Ruth.** Why is this passage often used in weddings?

Parody a scene from **Romeo and Juliet.**

Assume the role of a grandparent and write a letter to a grandchild giving some advice. Was Polonius' advice to Laertes valid?

Up-date the balcony scene in **Romeo and Juliet** to the 1970's.

Write a news story based on Act I, Scene I of **Romeo and Juliet.**

Write a letter to the editor showing your displeasure over the feud between the Montagues and Capulets.

Write your account of the Capulet ball pretending to be a society reporter who has just covered the event.

Design two of the following: an invitation to the Capulet ball, a mask for the ball, a gown, a sword, a dance.

Improvise a strained situation between a brother or sister and yourself.

Select one of the suggested short stories and develop the beginning of a one-act play.

Develop a dramatic monologue in which you convey the type of person you would like to date. Use "My Last Duchess" as a reference.

CHALLENGE OF THE UNKNOWN

Unifying Theme: "Walk out with me toward the unknown region
Where neither ground is for the feet nor any path to follow," Whitman

The unknown has always fascinated man. Face the challenge of uncharted territory in **The Way West.** Travel with Thor Heyerdahl in his epic sea journey **Kon Tiki.** View the earth through the eyes of an intruder in **Visit to a Small Planet.** Climb the mountain Annapurna with Maurice Herzog. Accept the challenge to face the unknown, the expected and the unexpected.

Basic Readings

The Way West, Guthrie
Visit to a Small Planet, Vidal
Selections from **Kon Tiki,** Heyerdahi
Selections from **Twilight Zone,** Serling
"The Summit" from **Annapurna,** Herzog
"By the Waters of Babylon," Benet
"The Road Not Taken," Frost
"The Rime of the Ancient Mariner," Coleridge

Supplementary Readings

For individual and group work

Books

Northwest Passage, Roberts
Master of the World, Verne
The First Men in the Moon, Wells
The Puppet Masters, Heinlein
Green Mansions, Hudson
2001: A Space Odyssey, Clarke
Fahrenheit 451, Bradbury
Journey to the Center of the Earth, Verne
The Big Sky, Guthrie
Giants in the Earth, Rolvaag
The Raft, Trumbell
20,000 Leagues Under the Sea, Verne
The Time Machine, Wells
Mrs. Mike, Freedman
Unknown Worlds, Holt's Impact Series
War of the Worlds, Wells
Flowers for Algernon, Keyes
1984, Orwell
Alas, Babylon, Frank
Haunting of Hill House, Jackson
Night Flight, Saint-Exupery

Activities for Small Groups and Individuals

Write one paragraph in which you explain the serious ideas which underlie **A Visit to a Small Planet.**

Write a scene for a television play using the techniques suggested by **A Visit to a Small Planet.** Produce the scene for videotape.

Write a paragraph using one of the following sentences based on "By the Waters of Babylon":

It is better to lose one's life than one's spirit.
The truth is a hard deer to hunt; if you eat too much truth at once, you may die of the truth.

Write an argumentative paragraph using the following topic sentence:

The narrator of "By the Waters of Babylon" is (is not) justified in disobeying the laws of "the People of the Hill."

Write a diary of a main character in one of your readings as he faces the unknown.

Defend or **refute:** "People of all ages, from prehistoric men to men in the ages to come, are essentially the same in their desire to explore the unknown."

Argue that Herzog does or does not regard the conquest of Annapurna as an act of heroism.

Develop a character sketch of Lachenal which shows the "terror of frostbite" as Herzog and Lachenal move from Camp V toward the summit of Annapurna.

Assume you are a member of the wagon train in **The Way West;** develop an incident which the author has only suggested.

Define The Twilight Zone as Serling sees it.

Write a haiku or cinquain based on a personal experience similar to that represented in the poem "The Road Not Taken."

Relate to a group an incident in which you face the unknown, e.g., first visit to dentist, first night at camp, first day at a new school, first date. Select several incidents from the group for improvisation.

Short Stories

"The Wilderness," Bradbury
"All on a Summer Day," Bradbury
"Black Pits of Luna," Heinlein
"Report on the Barnhouse Effect," Vonnegut
"The Celestial Omnibus," Forster
"The Pearly Beach," Dunsany
"The Narrative Life of Arthur Gordon Pym," Poe

Biography and Autobiography

Aku Aku, Heyerdahl
Annapurna, Herzog
"Sam Houston," James
"Wind, Sand and Stars," Saint Exupery
We, Lindberg
Alone, Byrd
Out of My Life and Thought, Schweitzer
"The Discoverer of Radium" Curie
Diary of Robert Scott, Scott

Poetry

"Kubla Khan," Coleridge

Film

Filmstrips on **"Rime of the Ancient Mariner"**
"Nahanni"
Costeau's undersea adventures
Fahrenheit 451

Choose a selection and list mood words that a writer uses to create a particular effect, e.g., "The Rime of the Ancient Mariner."

Imitate the style of John's song in "By the Waters of Babylon," and write a similar song.

Find phrases in **Kon Tiki** which seem particularly vivid. Heyerdahl chooses words which have a definite impact. He speaks of the water "groaning and gurling under the floor."

Explain in small groups the many imaginative comparisons the author has used to make the scene vivid in **Kon Tiki.** What does Heyerdahl mean when he calls the raft "a cork steam roller"? What is he emphasizing when he writes that the crew "huddled together, and slept like mummies in a sardine can"? Find the examples of effective comparisons and share them with your group.

Write a letter to Heyerdahl or Herzog asking to join the expedition.

Walk down a street you have never seen before. Record your audiovisual experiences in your journal.

Contrast the Ancient Mariner with Thor Heyerdahl.

Assume that you have had a visitor from a small planet. Describe your experience convincingly.

THE SPIDER'S WEB

Unifying Theme: A masquerade carnival conceals a hideous murder . . . the most unusal game in the world is a terrorizing hunt . . . two enemies isolated from help are unexpectedly trapped by the unknown . . . young girls are taunted in a bizarre murder plot . . . the dead mistress of Manderly casts a satanic spell over her young successor. Spin your imagination in the webs of terror and suspense intricately interwoven in tales that chill and thrill.

Basic Readings

The Turn of the Screw, James
Arsenic and Old Lace, Kesserling
Alfred Hitchcock's Spellbinders in Suspense, Alfred Hitchcock
"The Most Dangerous Game," Connell
"The Interlopers," Saki
"The Cask of Amontillado," Poe
"The Adventures of the Speckled Band," Boyle
"The Raven," Poe

Supplementary Readings

For individual and group work

Books

Father Brown Omnibus, Chesterton
Sherlock Holmes, Doyle
Surprises, O. Henry
Rebecca, Du Maurier
Agatha Christie Novels
Seven Masterpieces of Gothic Horror
Great Tales and Poems of Edgar Allan Poe
Stories for the Dead of Night
Stories Not for the Nervous
Dracula, Stoker
The Man Who Never Was, Montagu
Tales of Terror and Suspense, Benedict

Short Stories

"The Monkey's Paw," Jacobs
"The Red-Headed League," O. Henry
"The Open Window," Saki
"The Lottery," Jackson
"The Birds," Du Maurier
"August Heat," Harvey
"Night Drive," Will F. Jenkins
"The Purloined Letter," Poe
"The Masque of the Red Death," Poe

Activities for Small Groups and Individuals

Tell your favorite ghost story to the class or to a small group.

Write a short mystery story after studying a picture for mood.

Write the opening of a story in which you seek to establish a particular mood after studying two or three of Poe's short stories. Poe, like many other mystery writers, sets the mood of his stories in the opening paragraph.

Discuss Poe's use of irony in "The Cask of Amontillado." Extend your discussion to "real life" irony, relating examples from your own experience. Select the best from each small group to be related to the class.

Compare Sherlock Holmes and Dr. Roylott in "The Adventures of the Speckled Band," in one paragraph.

Use the following topic sentence in an argumentative paragraph: "The heads of the two families in 'The Interlopers,' did or did not want the feud settled."

See if you can develop a less abrupt and more effective ending for "The Interlopers," starting with the last word in the story: "Wolves!"

Write a newspaper account of what happened after one group has dramatized an incident (a robbery, a murder, etc.). Use specific details.

Participate in a class reading of "The Raven."

Make a tape of sounds that could be used to accompany a televised horror story. Use no dialogue.

Construct some incidents from tapes that have been produced by class members.

Correct the following headlines for a newspaper:

Man on Way to Italy
To See Family Killed

Mother Kills Her
Daughter and Self
Then Burns Home

Two Banks Robbed
and One Killed by
Nashville Bandits

Drama

Sorry, Wrong Number, Fletcher

Poetry

"The Highwayman," Noyes
"The Skater of Ghost Lake," Benet
"The Ballad of the Harp Weaver," Millay
"Old Christmas Morning," Helton
"Daniel Webster's Horses," Costsworth

Films

"The Lottery"
"Run"
"Dr. Heidigger's Experiment"

Relate in your journal the most frightening incident in your life.

Write your reaction, after the showing of "The Lottery."

Write a television script based on one of the short stories. Then use a video tape recorder to produce it.

Create the beginning of a horror story. Read your paragraph to your small group. From one beginning paragraph selected by the group, develop the story.

Read five mystery or detective stories of your own choosing. Write a one sentence annotation of each story in which you emphasize plot.

Write a brief research paper (with a simple outline, footnotes and bibliography) on some aspect of terror or the grotesque in literature, legend, or real life (e.g., journalistic treatment of murder, legends of the Abominable Snowman or the Loch Ness monster, witches, ghosts).

Play records of eerie poems or stories in small groups and discuss "sound effects."

Join with a small group in producing a sequence of drawings of a supernatural creature.

Discuss word choice as a means of producing a similar mood.

Produce an animated cartoon in which you combine sound effects, words, and pictures to achieve a desired effect.

THE HUMAN HEART

Unifying Theme: "Man is immortal . . . because he has a soul, a spirit capable of compassion and sacrifice and endurance." William Faulkner

Where does nobility lie? Sometimes it lies in accepting, sometimes in refusing to accept; sometimes in struggling, sometimes in refusing to struggle; sometimes in dying, sometimes in refusing to die. Andreyitch pays the ultimate sacrifice in **Master and Man.** Santiago's struggle in **The Old Man and the Sea** personifies man's endurance. Man's compassion is illustrated in **To Kill a Mockingbird** and **Twelve Angry Men.** This spirit in man is elusive but indomitable, admirable but inimitable, fleeting but eternal.

Basic Readings

The Old Man and the Sea, Hemingway
Master and Man, Tolstoy
To Kill a Mockingbird, Lee
Twelve Angry Men, Rose
"The Blood of the Martyrs," Benet
"A Mother in Mannville," Rawlings
"My Struggle for an Education," Carver
"On His Blindness," Milton
"Lee," Benet
"Meditation 17," Donne
"Faulkner's Acceptance Speech for the Nobel Prize in 1950"
Death Be Not Proud, Gunther

Supplementary Readings

For individual and group work

Books

Red Badge of Courage, Crane
Ecclesiastes, Chapters 3 and 12
Diary of a Young Girl, Anne Frank
The Pearl, Steinbeck
Profiles in Courage, Kennedy
Excerpts from **Beowulf**
Arthurian legends
Deliver Us From Evil, Dooley
The Edge of Tomorrow, Dooley
Madam Curie, Curie
Karen, Killilea
Anna and the King of Siam, Landon
True Grit, Portis
Reach for the Sky, Brickhill
The African Queen, Forester
For Whom the Bell Tolls, Hemingway

Short Stories

"Footfalls," Galsworthy
"The Scarlet Ibis," Hurst
"The Hey Day of the Blood," Fisher
"War," Pirandello
"Quality," Galsworthy

Activities for Small Groups and Individuals

Oppose or **defend** the thesis, "Pride is a wonderful, terrible thing, a seed that bears two vines, life and death."

Write a news story about Andreyitch's trip from master to man. Interview possible witnesses who might give you, as a reporter, the facts: News has reached the village that Andreyitch has been found frozen to death; but there are conflicting reports about Nikita. Some say he is dead, others that he is dying.

Adapt the short story "Quality" into a one-act play.

Convert Twelve Angry Men into a short story.

Argue that the theme of **The Old Man and the Sea** is/is not universal.

Relate an incident in which you stood up against a group because you believed your opinion was correct.

Cite passages in "Strange Inventions" that reveal John Muir's sense of humor.

Write a biographical sketch of someone you know who you feel has courage.

Write and deliver a speech in which you present what you consider to be a noble quality of man. Use specific examples.

Write a different ending to "The Blood of the Martyrs."

Contrast any two jurors in **Twelve Angry Men.**

Write a character sketch of one of the following in **To Kill a Mockingbird:** Tom Robinson, Calpurnia, or Boo Radley.

Act out **Twelve Angry Men.**

Select magazine or newspaper pictures that reflect courage. Assemble a class collage.

Make a list of characters and incidents in television programs that reflect the nobility of man. Discuss these situations in groups.

Biography

Up From Slavery, Washington
Death at Donner Lake, Murphy
The Story of My Life, Keller
George Washington Carver, R. Holt
"Strange Inventions," Muir

Drama

Julius Caesar, Shakespeare
Playboy of the Western World, Synge
Man of La Mancha, Wasserman
Hamlet, Shakespeare
Cyrano de Bergrac, Rostand
The Mother, Chayefsky
The Miracle Worker, Gibson

Poetry

"The First Day," Papashvily
"Nancy Hanks," Benet
"Lucinda Matlock," Masters
"Lee," Benet
"I Am the People, the Mob," Sandburg
"Silence," Masters
"The Last Leaf," Holmes

Essays

The Declaration of Independence, Jefferson
Farewell Address, George Washington
"Meditation 17," Donne

Films

"Profiles of Courage,"
"Helen Keller in Her Story,"
"Nahanni"
"The Stringbean"

Record

"The Love Theme from Romeo and Juliet"

Use the **Reader's Guide** to select a magazine article about a person who illustrates man's courage or nobility.

Write a dialogue that could have taken place between you and (a) Professor Malzuis in "Blood of the Martyrs," (b) Santiago in "The Old Man and the Sea," or (c) Andreyitch in **Master and Man.**

Recount in your group an incident from your own experience that proves the point that noble acts are often performed by young people.

Research a person in history who showed valor when making a significant decision. Write a brief research paper (no more than 300 words) which includes an outline, footnotes, and a bibliography of at least three sources.

Write a story telling what you do next: You are at home alone late at night. A fire breaks out in the house across the street. The owners of the house are asleep. Your party line is busy.

Write a letter conveying your feelings to a person whom you highly respect, e.g., a popular entertainer, a sports figure, your mother or father, a teacher or principal, or a friend. Regardless of how famous, popular, or respected a person becomes, he never fails to appreciate someone's telling him he's doing a good job or he is making a valuable contribution.

Select three poems that reflect the nobility or the worth of a human being. In class, compile a list of the qualities you and your classmates have gathered.

Define the words "gentleman" or "lady."

Write the script for a radio interview with one of the following people:

Robert E. Lee
Professor Malzuis
Helen Keller
Anne Frank
George Washington Carver
Atticus Finch

Write a haiku on the subject of nobility.

Defend or **refute** Antony's summation of Brutus' character in Act V: "This was the noblest Roman of them all."

REFLECTIONS IN A MIRROR

Unifying Theme: To be alive, then, is to be human, possibly to be in love.
To be alive is to know, to know another, to know many others and to care.
To be alive is also at times to know the pain, the hurt, the anguish of being alone."—Unknown

The search for self-knowledge is a never-ending search. In **Great Expectations,** experience with Pip the joy and agony of growing up. Dare to look into your darker self as the ship's captain does in **The Secret Sharer.** Muse with Emily in **Our Town** as she questions, "Do any human beings ever realize life while they live it—every, every minute?" In these and other selected works, discover that "No man is an island."

Basic Readings

The Secret Sharer, Conrad
Great Expectations, Dickens
Our Town, Wilder
"Every Man's Natural Desire to Be Somebody Else," Crothers
"Richard Cory," E. R. Robinson
"I'm Nobody! Who Are You!" Dickinson
"Meditation 17," Donne
"Indian Burial," Doner
"The Blue Serge Suit," Langdon
"Little Jess and the Outrider,"

Supplementary Readings

For individual and group work

Books

Huckleberry Finn, Twain
A Tale of Two Cities, Dickens
A Separate Peace, Knowles
Loneliness of the Long Distance Runner, Sillitoe
I Always Wanted to Be Somebody, Gibson
Count Me Gone, Johnson
The Cool World, Miller
To Kill a Mockingbird, Lee
The Outsiders, Hinton
Autobiography of Lincoln Steffens, Steffens
Black Boy, Wright
Christy, Marshall
All Quiet on the Western Front, Remarque
The Bridge Over the River Kwai, Boulle

Activities for Small Groups and Individuals

Write 20 sentences beginning with "I am."

Take one of the sentences beginning with "I am" and develop it into one paragraph.

Write a business letter to a prospective employer or a camp director in which you show your best self.

Read "My Most Unforgettable Character" from an issue of **Reader's Digest.** Present the character orally to the group.

View "Why Man Creates," and make a creative project which has its basis in the statement "I am. I am here."

Make a self collage which shows you as you really are.

Ask twenty questions. Write a biography of another student or teacher using information obtained.

Assume the character of "Richard Cory" and write a first person narrative.

Keep a time chart on what you do the first hour you are up.

Write a dramatic script on one of the following possibilities:

Estella and Pip meet one year after her husband's death.
Miss Havisham and Estella discuss Estella's tragic marriage.
Mrs. Joe recovers her speech one hour before her death.
Mr. Wemmick and his lady friend go on a Sunday walk.

Select a person for the Stage Manager in a production of your town. Write an opening speech for the Stage Manager about your own community, presenting two families whose lives would be as typical as those of the Webbs and the Gibbs in Grover's Corners.

Write in dramatic form a typical happening in your school. Be careful to maintain a realistic tone and keep the humor good-natured. Present each group product to the class.

Short Stories

"Two Soldiers," Faulkner
"A Start in Life," Suckow
"A Lesson in Discipline," Foley
"The Easy Way," Murray
"The Slip-Over Sweater," Stuart
"Sixteen," Daly

Drama

The Admirable Crichton, Barrie

Poetry

"If," Kipling
"Meditations," Lowell
"When I Was One and Twenty," Housman
"Song of Myself," Whitman

Essay

"Self Reliance," Emerson
"Every Man's Natural Desire to Be Somebody Else," Crothers
"Self-Dependence," Matthew Arnold

Films

"Huckleberry Finn," – Parts I, II, III
"Why Man Creates"
"Our Town and Our Universe," Lesson III
"Our Town and Ourselves," Lesson IV
"Great Expectations:" The Novel, Lesson III
"Great Expectations:" The Novel, Lesson IV
"Loneliness of the Long Distance Runner"
"No Reason to Stay"
"A"
"Run"
"The Violinist"

Sources for The Teacher

Twenty Grand, short story anthology
50 Great American Short Stories (Dell)

Take off your shoe and examine it closely. What do you know about the person who wears this shoe? Write a character sketch in third person about the wearer of this shoe.

Interview a classmate. Then write a one paragraph description of him that deals with his personality, not his physical qualities. Read your paragraph to the class and have the class guess the identity of the person.

Write a letter inviting one of the following to dinner at your home.

> Pip, Leggatt, Mrs. Joe, Richard Cory. Before your guest arrives, write a memo to your mother outlining some subjects that can be discussed at dinner and some that would be good to avoid.

Choose a supplemental reading selection. List in one sentence each the theme, the plot, the author's purpose, the setting, and the outstanding personality trait of the main character.

Write one-sentence annotations for each of the following:

The Secret Sharer
Great Expectations
Our Town
"The Blue Serge Suit"
"Indian Burial"

Oppose or **defend** in one carefully written paragraph the statement: "The protagonist always undergoes change in a novel."

Spend an hour alone. Jot down some of your thoughts in your journal. Extract an entry and develop it into a paragraph.

Write a letter to your teacher commenting on a reading assignment. The following day write a response to your own letter from the teacher's point of view.

THE LIGHTER SIDE

Unifying Theme: It has been said that man is the only animal who weeps and laughs, for he is the only animal who is struck with the difference between what things are, and what they ought to be. Through the reading of some of the works of humorists, you will find that the comic experience is not only a device for enjoyment and pleasure, but that it is also a means by which you can evaluate yourself and the world in which you live.

Basic Readings

"Lumber Room," Saki
"The Secret Life of Walter Mitty," Thurber
The Mouse That Roared, Wibberly
"The Ant," Armour
"Oh, Please Don't Get Up!," Nash
"Resume," Parker
"Dissertation on a Roast Pig," Lamb
"Jabberwocky," Carroll
Our Hearts Were Young and Gay, Skinner and Kimbrough
No Time for Sergeants, Hyman
Alice in Wonderland, Carroll
Cheaper by the Dozen, Gilbreth and Carey

Supplementary Readings

For individual and group work

Books

Trilogy, Tolkien
Anything Can Happen, Papashvily
A Thurber Carnival, Thurber
Everything But Money, Levenson
The Mad Sampler, Gaines
Peter Pan, Barrie
Mark Twain's Best
Seventeen, Tarkington
Please Don't Eat the Daisies, Kerr
The Snake Has All the Lines, Kerr
It All Started With Columbus, Richard Armour
It All Started With Eve, Armour
Chucklebait, Scoggin
Benchley Roundup, Benchley
For 2c Plain, Golden
The Lighter Side, Scholastic

Short Stories

"Ransom of Red Chief," O. Henry
"The Celebrated Jumping Frog of Calaveras County," Twain
"I Can't Breathe," Lardner
"Laura," Saki

Activities for Small Groups and Individuals

Contrast the view of the sea presented by Carroll in "Sea Dirge" and by Masefield in "Sea Fever."

Write a comic strip on a current subject.

Tell your favorite joke to the class.

Examine Mad magazine to show the use of satire.

Bring to class records of some of your favorite comedians—e.g., Bill Cosby, Flip Wilson, Bob Newhart, Alan Sherman, Tom Lear, and Shelly Berman. Discuss the elements that make them funny.

Write a paragraph describing the funniest thing that ever happened to you.

Use a political satirist such as Art Buchwald as a model, and **write** a satire for the school newspaper.

Watch television and bring to class examples of the devices which television personalities have used to produce humor. Present oral reports in small groups.

Listen to the recording **Mark Twain Tonight** by Hal Holbrook.

Pantomime a humorous situation from school or home.

Invent words, as Lewis Carroll did in "Jabberwocky," that will suggest (a) driving a car through the slush, (b) the feeling of great happiness, (c) a feeling of complete misery.

Write a parody of a popular song.

Write a ballad based on "The Ransom of Red Chief" by O. Henry

Narrate one incident which includes your secret dream, basing your style on "The Secret Life of Walter Mitty."

Write a character sketch of one of the major characters in a selected novel.

Write a paragraph using as your topic sentence **"The Mouse That Roared** remains a valid play today."

Write a letter to the **Reader's Digest** in which you submit a humorous personal incident.

Read Lardner's "I Can't Breathe" and add another incident in which you imitate his style.

Drama

15 One-Act Plays

Poetry

"A Sea Dirge," Carroll
"The Cremation of Sam McGee," Service
"Freddy the Rat Perishes," Marquis
"Love Song," Dorothy Parker
"Buffalo Bill," E. E. Cummings
"Money Isn't Everything," Jeffrey
"Laments for a Dying Language," Nash
"Reactionary Essay on Applied Science," McGinley

Essays

"The Waltz," Parker
"The New Food," Leacock
"A, B, and C: The Human Element in Mathematics," Leacock

Films

"The Golden Age of Comedy"
"W. C. Fields"
"The Critic"
"Moonbird"
"The Violinist"

Write a paragraph imitating Parker's style. Use the point of view of the boy who has danced with the girl in "The Waltz."

Write a brief biographical sketch of one of the authors of the works read.

Prepare a ten-minute dramatic script for "Laugh-In," in small groups. Select the best to be produced for the class and/or videotape.

Draw a political cartoon.

Write a humorous essay on a serious topic.

FOOTPRINTS IN THE SANDS OF TIME

Unifying Theme: Have you ever been lost in a labyrinth? Why does the nightingale warble a plaintive song? Is Ajax really "stronger than dirt"? Do you wonder what might happen when the oak leaves rustle? Why did Aeneas carry a golden bough into the Underworld? Would you believe that a three-headed dog likes devil's food cake best? Prepare to encounter a world of daring adventures, hairbreadth escapes, ancient gods, and curious customs as we survey mythology, legends, and fables in present and ancient times.

Basic Readings

Selections from **Mythology,** Hamilton
Selections from **Arthurian legends**
Selections from **American Folklore,** Poulakis
Odyssey, Homer
Antigone, Sophocles

Supplementary Readings

For individual and group work

Books

The Iliad, Homer
The King Must Die, Renault
The Bull from the Sea, Renault
The Once and Future King, White
A Connecticut Yankee in King Arthur's Court, Twain
The Greek Gods, Scholastic Book Services
Heroes and Monsters of Greek Myth, Scholastic
Adventures of Ulysses, Scholastic
Practical English, March 14, 1969,
Greek Myths and Legends, Literary Heritage Series
Greeks, Gods, and Heroes, Robert Graves
Mythology, Bulfinch

Drama

Pygmalion, Shaw

Films, Records, and Filmstrips

"The Odyssey"; Lesson I, II, III
"Mythology of Greece and Rome"
Greece: The Golden Age
"Heroes, Gods, and Monsters of the Greek Myth"
"Classical Mythology"
"Fables from Aesop"
Filmstrips and records from local library
Creative visuals on Greek mythology

Activities for Small Groups and Individuals

Read and retell in class one of Aesop's fables. Give an incident in modern times to which this fable might be applicable.

Write an original fable, legend, or myth.

Make a class notebook of advertisements and insignia that show the influence of myths.

Make a list of modern businesses which specific gods and goddesses would like to sponsor.

Make a booklet of pictures, labeling each as settings for specific myths, legends, or fables.

Draw a map to show the voyage of Aeneas or Ulysses.

Give a broadcast emulating Cronkite or Brinkley describing an incident in the life of one god or goddess.

Form a panel of class members to imitate panelist on "What's My Line." Guests can pose as characters about whom you have studied.

Write a newspaper reporter's account of one incident in the Trojan War or a feature story on one god or goddess.

Present a character, situation, or incident from a legend, fable, or myth in pantomime form.

Write a dialogue between a person from a legend and a character in a myth or fable.

Collect the common references about astronomy found in the lore of many American Indian tribes and in early Greek and Roman myths.

List examples of common scientific terms and other words derived from mythology. Exchange your list with another group and compete in identifying the sources.

Research and give an oral presentation on the common background, interests, and achievement of one god or goddess in each culture.

Research, on your own, information about the Pygmalion legend. In groups, discuss the appropriate use of this title for Shaw's play. Why was the title changed to **My Fair Lady** in the musical?

Sources for The Teacher

Records and filmstrips from local school library

Encyclopedia of Mythology, Larousse

Word Origins and Their Romantic Stories, Wilfred Funk

Myths and Legends of Greece and Rome, Forbush

Gods, Heroes, and Men of Ancient Greece, Rouse

Myths and Folk Tales Around the World, Potter

Myths Every Child Should Know, Malise, Hamilton

Gods and Goddesses in Art and Legend, Wechsler

Write a ballad which would adequately describe a character in myth, legend, or folk tale.

Research in the library the origin of Halloween or the Salem witch trials, and inquire in the community about the origin of folk songs and tales, as well as about various superstitions.

Find art works which depict various folk, mythological, and legendary persons.

Argue that Paris did or did not have a right to carry off Helen to Troy.

Compare Thor with Zeus.

Design a book jacket for one myth and/or write the jacket blurb.

Annotate in one sentence each three myths, legends, or folk tales.

Apply, pretending you are Cupid or Eros, for the job currently held by Dear Abby or Ann Landers.

Update a myth, legend, or fable to the 1970's.

Contrast the poetic version of **The Odyssey** with the prose version.

Find mythological allusions in poetry.

Develop five similes or metaphors using mythological allusions.

Present a two-minute radio broadcast in which you pretend to be a gossip columnist interviewing a god or goddess.

Write an editorial in which you support Odysseus's stand in killing the suitors in his home.

Research different versions of the American folk ballad "Barbara Allen."

LIGHTS, CAMERA, ACTION

Unifying Theme: Over the past fifty years film has become as much an art form as literature, painting, sculpture, and architecture. A fluid and extremely adaptable medium, film is capable of providing serious education, pure entertainment, and incisive social protest While emotion and spiritual experiences are projected through other arts, rarely are they presented with the imperial ease of the film. Thus, "Lights, Camera, Action" will explore the history, sources, techniques and themes of the cinema as they relate to society's needs. Readings will be taken from the school library and a class set of **Exploring the Film.**

Notes to the Teacher

A unit on the art of the film may very well complement other units among English offerings; and it is entirely possible for an "amateur" to teach such a unit effectively. However, any teacher contemplating such a unit should anticipate the need to read voraciously about films, perhaps take a class in the art of the film, and spend many hours previewing and selecting those films especially appropriate for a given time and purpose. Only when the "film experience" is a carefully-planned balance of seeing, talking, writing and re-seeing is it a worthwhile addition to the English program. At least two hours of discussion and writing time should be allotted for each hour of film viewing in order to derive maximum effectiveness.

Use **Citizen Kane** to illustrate effective use of camera angles, voice-overs, black and white, settings, and telescoped time.

Use **Shane** for effective music, color, motion, framing, lighting, transition.

The following elements are well illustrated by the short films indicated:

Use of still pictures: "The Hangman"
Allegory, symbolism, black and white and color: "The Stringbean"
Animation, pixillation, live action, superimposition, theme: "Why Men Create"
Dialogue, criticism, pace, rhythm: "The Critic."
Live action, theme: "No Reason to Stay"
Metaphor, non-people characters: "The Red Balloon"
Setting, theme, man and nature: "Nahanni"
Image, metaphor, symbolism: "Two Men and a Wardrobe"
Symbolism, pixillation, non-people characters: "A Chairy Tale"
Dialogue, animation: "Moonbird"
Theme, animation: "The Violinist"

Basic Viewing

Citizen Kane
Shane

Short Stories in Film

"Occurrence at Owl Creek Bridge"
"The Lottery"
"The Lady or the Tiger"
"My Old Man"

Short Films

"The Hangman"
"The Stringbean"
"Why Men Create"
"The Critic"
"No Reason to Stay,"
"The Red Balloon"
"Nahanni"
"Two Men and a Wardrobe"
"A Chairy Tale"
"Moonbird"
"The Violinist"

Text

Exploring the Film, Kuhns and Stanley

Activities for Small Groups and Individuals

Select subject matter in the classroom that could be used to make a simple movie utterance. A simple verbal utterance should contain only one subject. To achieve this, you must choose the correct camera angle and the proper camera-to-subject distance to include only your particular subject.

Select at least two magazine pictures expressing a simple photographic utterance.

Find pictures in a magazine that clearly show subject elements only, and others that contain subject, predicate, and object elements.

Develop a photo-essay. Use as a source photo-essays which occassionally appear in **Life** or the Kodak pamphlet "A Photo Essay."

Prepare a simple film to be produced on video tape.

Select shots of outdoor activities. Shoot simple movie sentences based on these shots.

Write a single sentence describing a complicated event. Read the sentences in small groups, selecting the best to be discussed by the class.

Focus on one event in a complicated picture and see if your description is better than one trying to describe the entire, complicated picture.

Plan a movie paragraph by using movie language.

Suggest activities, in groups, that could be filmed in a series of shots made from one viewpoint considering point of view as the physical location from which we view the event. Statements change as the point of view changes.

Communicate something to another student through body language.

Describe how sports figures use body language.

Act out alone or with other students several messages in "body language." Select the best examples from each small group to be shared with the entire class.

Pantomime a situation which communicates visually and could be the subject for a film.

Discuss how a photographer's point of view may alter or enhance a visual statement. In verbal language, an author's selection of point of view affects the reader's reaction. Is this true of visual language? Give specific examples from films viewed.

Bring to class a collection of magazine pictures with distracting elements that confuse the viewer. Show how you can clarify the message of each picture by cropping.

Select visual objects that symbolize various things to the viewer.

Bring pictures illustrating object language as a type of visual communication. Object language is that language which applies to objects like a fence, table, or chairs which not only serve a practical function, but also suggest their particular function.

Invent as many types of codes for communication as possible. Have your group share these orally with the class.

Make a flipbook to show how still pictures can appear to move.

Evaluate TV commercials.

Evaluate hearing a passage read, hearing music, and seeing a picture on the same subject or mood. Which communicates more? Would a combination of these three create a better impression?

Discuss how sound can change the meaning of a film, after seeing a film like "The Critic" (4 min.) run with just the picture and no sound; then run with just the sound; and then with both sound and picture.

Discuss technical aspects, in groups, and present your ideas to the class through a reporter, after viewing a short film.

Tape music that creates a specific mood and play it to the class.

Write a poem. Select five magazine pictures which illustrate the poem. Make slides of the pictures with the Ectographic copier. Record your poem on a tape with a musical background. Show your slidetape to the class, coordinating the pictures and the tape.

Visit a film studio.

Bleach old film (1 part bleach to 2 parts water) and draw directly on the film with grease pencils, magic markers, or acetate-based paint.

Evaluate various programs on TV.

Research and write a brief paper on film history. Present group and/or individual reports to the class. Give your teacher a bibliography on a 3 x 5 card.

Review a film which the other members of the class have not seen. Convince other members of the class that they should or should not see a particular film.

Write a brief script on one of the following:

falling in love
turning a visual image into a haiku
the draft
restlessness, frustration, alienation
physical or mental dropouts
satirizing an advertisement

Take old film and edit it so that you make a film of your own.

Design a poster to advertise a film.

Design costumes for a coming film.

Write a film script from a play, a short story, or a poem.

Argue "Power and money corrupt absolutely," after viewing **Citizen Kane.**

Write a character analysis of Shane or Joey.

Write one paragraph showing how Orson Welles creates a mood at the beginning of **Citizen Kane.**

Make a list of the symbols used in **Citizen Kane.**

Write a comparison or contrast paper on one aspect of "The Stringbean."

Discuss the effective use of dialogue, after watching "Moonbird."

Select one section from the film "Why Man Creates," and write an analysis of the technique used to create an impression on the viewer.

Tape conversations of people on the street. Write a screenplay to accompany the dialogue.

Basic Viewing
Citizen Kane
Shane

Short Stories in Film
"Occurrence at Owl Creek Bridge"
"The Lottery"
"The Lady or the Tiger"
"My Old Man"

Short Films
"The Hangman"
"The Stringbean"
"Why Men Create"
"The Critic"
"No Reason to Stay."
"The Red Balloon"
"Nahanni"
"Two Men and a Wardrobe"
"A Chairy Tale"
"Moonbird"
"The Violinist"

Text
Exploring the Film, Kuhns and Stanley

Activities for Small Groups and Individuals

Select subject matter in the classroom that could be used to make a simple movie utterance. A simple verbal utterance should contain only one subject. To achieve this, you must choose the correct camera angle and the proper camera-to-subject distance to include only your particular subject.

Select at least two magazine pictures expressing a simple photographic utterance.

Find pictures in a magazine that clearly show subject elements only, and others that contain subject, predicate, and object elements.

Develop a photo-essay. Use as a source photo-essays which occassionally appear in **Life** or the Kodak pamphlet "A Photo Essay."

Prepare a simple film to be produced on video tape.

Select shots of outdoor activities. Shoot simple movie sentences based on these shots.

Write a single sentence describing a complicated event. Read the sentences in small groups, selecting the best to be discussed by the class.

Focus on one event in a complicated picture and see if your description is better than one trying to describe the entire, complicated picture.

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Select visual objects that symbolize various things to the viewer.

68

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Tape conversations of people on the street. Write a screenplay to accompany the dialogue.

IN THE SECONDARY PROGRAM
THE STUDENT WILL

- –write a paper which states and supports a thesis concerning a literary selection
- –write a response to a question demanding interrelation of ideas, attitudes, and facts
- –choose leisure reading, film, and TV selections on increasingly sophisticated levels
- –discuss a literary work in terms of form, point of view, and theme
- –articulate his own values in reference to those expressed in literature
- –take active part in dramatic, forensic, journalistic, or creative writing activities

Composition

I.

A student will write a literature-based essay analyzing ideas.

A skill to be stressed:
In expository writing, a student should
a. formulate a clear thesis
b. understand and present the major divisions of his theses
c. develop paragraphs to support his thesis and prove his sub-theses by presenting evidence and discussing the relationship of the evidence to the sub-theses, and by using effective transition
d. conclude his paper logically, presenting a unified whole

Suggested Assignments

Analyze the theme or themes of a specific work.

Base an essay on a specific problem in a literary work.

Write an essay based on an author's direct statement in his work.

Base an essay on a dramatic statement made by one of the characters in the work.

Write an essay based on a character who embodies an idea, e.g., Christian in **Pilgrim's Progress**

Write an essay based on the work itself as it implies themes.

Recommended Source
Writing Themes About Literature, Roberts

II.

A student will write an essay analyzing a literary character.

A skill to be stressed:
the use of the right word –
a. vocabulary development and precision
b. appropriately vivid and concrete language

Suggested Assignments

Indicate growth or lack of it in a character.

Organize a theme around a person's dominant characteristic.

Organize incidents that reveal characteristics.

Show how the character sees himself.

Show the character through another character's eyes.

Base a theme on what the authors say about a character, speaking as either the storyteller or an observer of the action.

Develop a character sketch from implied evidence in the literary work.

Analyze the degree of complexity of the character.

III.
A student will write a literature-based essay, comparing and/or contrasting one or more aspects of the work or works.

A skill to be stressed:
subordination and coordination–
a. through ideas
b. through punctuation
c. through sentence variety

Suggested Assignments

Compare or contrast two characters in the same work or different works.

Compare or contrast the effect of setting of milieu.

Compare or contrast ideas or themes.

Compare or contrast tone.

Compare or contract point of view.

Compare or contrast style.

Compare or contrast structure.

Compare or contrast a character's self-image with another's view of him.

IV.
A student will write an essay based on a personal response to literature, probably emotional, which allows him to express opinion, but which requires analytically developed evidence.

A skill to be stressed:
parallelism
a. in thought b. in structure

Suggested Assignments

React in a theme to the following:
1. With which character do you empathize?
2. In what ways do you identify with a given character?
3. To what extent is this man a product of his environment and limited to it?
4. How would you react in this situation, crisis, or environment?

Relate this character or situation to your own life.

Respond positively or negatively to the author's ideas.

V.
A student will write a theme from a stated subject area, quotation, or provocative statement.

A skill to be stressed:
logical thinking
a. recognizing and avoiding fallacies
b. inductive and deductive reasoning
c. connotation and denotation

Suggested Assignments

React in an essay to a quotation, drawing on literary or personal experiences.

Develop an essay from an assigned statement.

Take a position based on an article, political cartoon, or editorial and defend it.

Follow a news event in several newspapers or magazines, and then support a thesis evolved from this reading.

Interpret the intended meaning of a cartoon.

View a picture of some set situation (weary and deserted old man, slum, tenant farmer's shack) and write an essay on man's ability or inability to escape from such situations.

VI.
A student will write an argumentative essay.

A skill to be stressed: research process and analytical thinking.

Suggested Assignments

Consider two opposing criticisms of a specific work, adopt your own position, and defend it by reference to the given sources.

Analyze a current social problem, giving supportive information.

Write an essay on man's being the master of his fate.

Defend or **refute** a controversial statement.

VII.
A student will write an experience-based personal essay.

A skill to be stressed: tone, point of view, and agreement in tense and person

Suggested Assignments

Describe your experiences on a field trip.

Write a theme stressing sensory perceptions.

Write an autobiography emphasizing: Who am I? How did I get this way? What were the influences?

Write a theme dealing with moments of realization:
1. My automobile is a liability
2. When I realized that my parents were people
3. I encounter death
4. I encounter injustice
5. My first realization of race

Write a firsthand account of a developing trend or situation that took place in a group or community that you know about.

VIII.
A student will write in various creative modes.

A skill to be stressed: varying use of language
a. formal, informal, colloquial
b. sensory perception
c. understanding of figurative language

Suggested Assignments

Write a script from a literary work.

Write a dramatic monologue, in which you conceive a character or assume one from a literary work.

Recast a work, either your own or an author's, into a specific author's style.

Rewrite a story or an incident from another character's point of view.

Write a ballad in small groups.

Write a 10-minute TV script.

Write a news article based on an incident in a novel.

Recommended Source

The Verbal English Teachers' Exchange (a publication from the Department of Instruction, Fairfax County Public Schools), March, 1970.

DESTINY AND DECISIONS

Unifying Theme: Is there an orderly pattern to life? Is Man free to determine and control his own life situations? Or do things just "happen" to him? Should he accept his "fate" " . . . And drink and sing/Til some blind hand/Shall brush my wing"? Or, with Ulysses, remain " . . . strong in will/To strive, to seek, to find, and not to yield"?

Old Maurya, of **Riders to the Sea,** resigns herself to being satisfied with the "great sleeping"; Eustacia Vye is carried away by those "purblind Doomsters," fate and time; but Samson chooses, and in asserting his will, pulls the very walls of the city down.

Basic Readings

"Hap," Hardy
"Ulysses," Tennyson
Riders to the Sea, Synge
Samson Agonistes, Milton
Return of the Native, Hardy

Supplementary Readings

For individual and group work

Books

Looking Backward, Belamy
Nigger of the Narcissus, Conrad
End of the Tether, Conrad
Hiroshima, Hersey
Tess of the D'Urbervilles, Hardy
Mayor of Casterbridge, Hardy
Far From the Madding Crowd, Hardy
Jude the Obscure, Hardy
Moby Dick, Melville
An American Tragedy, Dreiser
McTeague, Norris
The Octopus, Norris

Short Stories

"Metamorphosis," Kafka
"The Pearl," Steinbeck
"Gift of the Magi," O. Henry

Activities for Small Groups and Individuals

Examine the contrasting ideas of destiny in "Hap" and "The Subalterns."

Read the poem "Hap." Show how the idea is present in **Tess of the D'Urbervilles, Mayor of Casterbridge, Far from the Madding Crowd,** and **Jude the Obscure** by Hardy.

Compare and **contrast** the characters of Alec D'Urberville and Angel Clare in **Tess of the D'Urbervilles.** Discuss this in a small group and select specific items to include before writing. Read the papers in a group and select one to be rewritten for presentation to the class.

Write an essay explaining which character you feel more sympathy for in **Oedipus the King** and **Oedipus at Colonnus** by Sophocles or **Prometheus Bound** by Aeschylus.

Rewrite Medea by Euripides as a modern news story.

View the films **Moby Dick** and **Far from the Madding Crowd.** Relate the films to the theme and compare them with the novels. Explore in small groups before general class discussion.

Show in a brief paper Hardy's position on the influence of fate as exemplified in **Mayor of Casterbridge.**

Write an essay based on one of the following statements:

"I am the master of my fate
I am the captain of my soul."

"There is a divinity which shapes our ends,
Rough hew them how we will . . ."

"We are all being punished for the naughtiness of our first grandmother . . ."

" . . . Lawful authority must be obeyed in all things, great or small, just and unjust alike."

Write an essay, play script, or dialogue showing Creon through the eyes of Antigone.

Imagine what the play **Antigone** would have been like if Sophocles had chosen either Haemon or Ismene as his major character. Explore the idea in small groups.

Drama

Hippolytus, Euripides
The Trojan Women, Euripides
Oresteian Trilogy, Aeschylus
Dr. Faustus, Marlowe
Ghosts, Ibsen
Murder in the Cathedral, Eliot
The Iceman Cometh, O'Neill
The Crucible, Miller
Mother Courage, Brecht
The Physicists, Durrenmott
The Admirable Crichton, Barrie
The Stranger, Camus
Oedipus Rex, Sophocles
Oedipus at Colonnus, Sophocles
Antigone, Sophocles
Prometheus Bound, Aeschylus
Medea, Euripides
No Exit, Sartre
Green Pastures, Connolly
Mourning Becomes Electra, O'Neill
The Skin of Our Teeth, Wilder

Poetry

"The Hollow Men," Eliot
"Once By the Pacific," Frost
Selections from **The Rubaiyat**
"Spring and Fall: To a Young Child"
"Spring and Fall: To a Young Child"
"Be Still My Soul," Housman
"Not All There," Frost
"The Man He Killed," Hardy
"Design," Frost
"To a Waterfowl," Bryant
"The Chambered Nautilus," Holmes
"A Noiseless Patient Spider," Whitman
"Easter Hymn," Housman
"Dirge," Fearing
"Heaven," Brooke

Essay

"What I Believe," E. M. Forster

Others

Ecclesiastes
Republic, Plato
Walden II

Future Political States

Brave New World, Huxley
1984, Orwell
Utopia, More

Psychological Point of View

Dangling Man, Bellow
The Victims, Bellow

Theater of the Absurd

Rhinoceros, Ionesco
Waiting for Godot, Beckett
The Dumb Waiter, Pinter

Decide on the views toward fate and free will in the following poems:

"To a Waterfowl," Bryant
"The Chambered Nautilus," Holmes
"A Noiseless Patient Spider," Whitman
"Easter Hymn," Housman
"Dirge," Fearing
"Heaven," Brooke
"Design," Frost

Read the naturalistic novels **An American Tragedy** by Dresier, **McTeague** by Norris and **The Octopus** by Norris, and relate them to the theme through comparing major characters.

Bring in a picture of some set situation (weary and deserted old man, a slum scene, or a tenant farmer's shack). Discuss in your small groups the inevitabilities concerning the situation. Can man escape from such situations? Select one picture to present to the class.

Write a story filling in the background for the poem "The Man He Killed" by Hardy.

Write a script for the poem "Not All There" by Frost.

Transpose Oedipus the King using a modern setting.

Compare and **contrast** the use of imagery, level of language, and metric structure to establish tone in Housman's "Be Still My Soul" and Frost's "Not All There."

Listen to the recording of Faulkner's Nobel Prize speech and relate it to the idea of the unit.

Present a scene from **Green Pastures** by M. Connolly, **Mourning Becomes Electra** by O'Neill, or **The Skin of Our Teeth** by Wilder.

ILLUSION VS. REALITY

Unifying Theme: Man needs to dream, to hope, to aspire. It is this imaginative quality that sustains his human spirit and sets him apart from the animals. It protects his image of himself, gives reasons for being, and spurs him on to reach beyond his grasp. His dreams, however, can also confuse and alienate him. Because his survival depends upon how readily he adjusts to the present, he can be destroyed by illusions that keep him in the past or project him into the future. Tragically, humorously, furtively, he struggles between his illusions and reality.

Basic Readings

The Playboy of the Western World, Synge
The Glass Menagerie, Williams
Rosencrantz and Guildenstern Are Dead, Stoppard
Man of La Mancha, Wasserman
"The Secret Life of Walter Mitty," Thurber
"A Worn Path," Welty
"The Passage into Maturity," Lippman
"Richard Cory," Robinson
"The Love Song of J. Alfred Prufrock," Eliot
"Dirge Without Music," Millay
"Epistemology," Wilbur

Supplementary Readings

For individual and group work

Books

Don Quixote, Cervantes
Through the Looking Glass, Carroll
But We Were Born Free, Davis
Lie Down in Darkness, Styron
A Night of Watching, Arnold
Bridge Over the River Kwai, Boulle
Lord Jim, Conrad
The Man With the Golden Arm, Algren

Short Stories

"The Garden Party," Mansfield
"How Beautiful the Shoes," Collins
"Great Stone Face," Hawthorne
"Poison," Dahl
"The Wind and the Snow of Winter," W.V.T. Clark
"Thanksgiving Visit," Capote
"A Christmas Morning," Capote
"He," Porter
"A Municipal Report," O. Henry
"Silent Snow, Secret Snow," Aiken
"The Youth," Conrad

Activities for Small Groups and Individuals

Argue that the final action in **Lord Jim** is either a selfish act or a noble sacrifice.

Consider the points of view from which Mrs. Dalloway, in **To the Lighthouse,** is seen. Discuss the complexity of her character.

Watch the film "Silent Snow, Secret Snow" by Aiken after reading the book. Compare the two.

Compare and **contrast** the attitudes of the young Marlow in **Youth** by Conrad with the mature attitudes of the older Marlow.

Discuss whether the characters in the following poems face the realities of life:

"Mrs. George Reese," Masters
"The Black Cottage," Frost
"Miniver Cheevy," Robinson
"Portrait," Fearing

Illustrate two irreconcilable views of life, or develop them through representative characters from your own experience. Read the papers in groups and select the best to be rewritten for class presentation.

Discuss whether the characters in the following poems face the realities of life:

"Mrs. George Reese," Masters
"The Black Cottage," Frost
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Illustrate two irreconcilable views of life, or develop them through representative characters from your own experience. Read the papers in groups and select the best to be rewritten for class presentation.

Compare Hazlitt's or Conrad's view of youthful illusion with Lippman's "On the Feeling of Immortality in Youth" by Hazlitt, **Youth** by Conrad, and "The Passage into Maturity" by W. Lippman.

Respond to the idea: I thought that I (or someone else) was happy until I learned the truth.

Drama

Richard II, Shakespeare
The Tempest, Shakespeare
Of Mice and Men, Steinbeck
Arms and the Man, Shaw
The Zoo Story, Albee

Poetry

"Janet's Waking," Ransom
"Spring and Fall," Hopkins
"Do Not Go Gentle," Thomas
"The Land of Biscay," Housman
"The Terrace," Wilbur
"Ceremony," Wilbur
"Love Calls Us to the Things of This World," Wilbur
"Two Voices in a Meadow," Wilbur
"Junk," Wilbur
"A Summer Morning," Wilbur
"Mrs. George Reese," Masters
"The Black Cottage," Frost
"Miniver Cheevy," Robinson
"Portrait," Fearing

Films

"A"
"The Hangman"
"Occurrence at Owl Creek Bridge"

Essays

"On the Feeling of Immortality in Youth," Harlitt
"The Passage into Maturity," W. Lippman

Write an essay, using one of the following ideas:

Like Tom, in **The Glass Menagerie,** we are all trapped by our obligations.
Sometimes we must, like Tom, hurt others to be true to ourselves.
Facing reality is so difficult that we need illusions to live by.
". . . Why abandon a belief merely because it ceases to be true." (Frost)

View the movie **A Member of the Wedding, Death of a Salesman,** or **A Streetcar Named Desire.** Show in a short paper how the director presents a character in conflict. Read the papers in groups, selecting one to be rewritten for the class.

Perform The Zoo Story by Albee.

Select from one of the following groups for individual readings

in the theater of the absurd:

"The Chairs," Ionesco
Who's Afraid of Virginia Woolf?, Albee
Oh, Dad, Poor Dad, Kopil
The Balcony, Genet
The Homecoming, Pinter;

in humorous writings:

Connecticut Yankee, Twain
Breakfast at Tiffany's, Capote
A Thousand Clowns, Gardner
"The Unicorn," Thurber

for psychological motivations:

To the Lighthouse, Woolf
I Never Promised You a Rose Garden, Green
We Have Always Lived in the Castle, Jackson
The Hairy Ape, O'Neill
The Iceman Cometh, O'Neill

Discuss in small groups how the author builds up our dislike of Major Casewell in "A Municipal Report" by O. Henry.

Consider two opposing criticisms of a specific work; adopt your own position and defend it by reference to the given source.

Perform scenes in small groups from:

Of Mice and Men, Steinbeck
The Tempest, Shakespeare
Arms and Man, Shaw

Choose one to perform for the entire class.

Write a news article based on an incident in the novel **The Man With the Golden Arm** by Algren.

Use the **Reader's Guide** to search for material which refers to the individual's attempt to escape from reality through the use of drugs. Be prepared to support your point of view on this issue in debate.

Read "Thanksgiving Visit" and "A Christmas Morning" by Capote and "He" by K. A. Porter and write an essay based on an incident from your own life, emphasizing sensory perception.

I HAVE A DREAM

Unifying Theme: There are many materials available in the area of social protest, and these materials suggest diverse angles. For this reason, five topics have been suggested as separate units. However, the readings offered in all these units can be interchanged or combined according to the teacher's talents and the student's needs.

The topics suggested are Toward a Better Society, Social Protest, The Outnumbered, The Money Society, and Social Awareness.

Basic Readings

Toward a Better Society

Books

Fire Next Time, Baldwin
Herzog, Bellow
Lost Horizon, Hilton
Utopia, More
Animal Farm, Orwell
1984, Orwell
Gulliver's Travels, Swift
Candide and Zadig, Voltaire
The Assistant, Malamud
All the King's Men, Warren

Essay

"A Modest Proposal," Swift

Short Stories

"The Pedestrian," Bradbury

Poems

"Departmental," Frost
"Difficulties of a Statesman," Eliot
"The Unknown Citizen," Auden

Social Protest

Books

The Jungle, Sinclair
An American Tragedy, Dreiser
Sister Carrie, Dreiser
The Octopus, Norris
Maggie: A Girl of the Streets, Crane
Main-Travelled Roads, Garland
The Pit, Norris
McTeague, Norris
Looking Backward, Bellamy
Generation of Vipers, Wylie
Studs Lonigan, Farrell
The 42nd Parallel, Dos Passos
1919, Dos Passos
Strike, Galsworthy
Two Years Before the Mast, Dana
Les Miserables, Hugo

Activities for Small Groups and Individuals

Write an essay on the following provocative statement: Society today is not interested in the quality of a product but only in cost and the need of production.

Play the role of a socially conscious writer. Try your hand at criticisms of the school or larger society.

Select two of the following for individualized reading: **American Way of Death** by Mitford, "Funeral Home" by Mezey or **The Loved One** by Waugh. With students who have read the same selections, prepare a presentation on the similarities in ideas of the works.

Listen to the following songs and report to your group on the social comments each makes:

"John Henry," Anonymous
"Blowin' in the Wind," Dylan
"The Dying Miner," Gutherie
"The Rand Hymn," Reynolds
"Where Have All the Flowers Gone?"
"Silent Night"
"A Most Peculiar Man"
"When a Fellow Is Out of a Job"
"Cruel War"
"If I Had a Hammer"

Perform "The Sand Box" by Albee.

Read "A Meeting With Gandhi" by Rocke and write a literature-based essay contrasting the views between Gandhi and the other persons in the story.

Write an essay based on the following idea from your own experience or from an incident you may have heard or read. One finds support for the assertion that most people are calloused and indifferent to anybody else's troubles. We refer to the reported cases of public indifference to beatings, rapes, murders, the poor, etc.

Watch the film "The Detached American" and relate the idea to a personal experience.

Short Stories and Essays

"Under the Lion's Paw," Garland
"Mr. Dooley on Machinery," Dunne
"A Modest Proposal," Swift

Poems

"Song of the Shirt," Hood
"The Man With the Hoe," Markham
"Caliban in the Coal Mines," Untermeyer

The Outnumbered

Books

The Victim, Bellow
The Outnumbered, Brooks
Nobody Knows My Name, Baldwin
Fire Next Time, Baldwin
Black Boy, Wright
Native Son, Wright
Kingsblood Royal, Lewis
Tortilla Flat, Steinbeck
The Invisible Man, Ellison
Goodbye, Columbus, Roth
The Underdogs, Azuela
Gentleman's Agreement, Hobson
The Magic Barrel, Malamud

Drama and Musical Comedy

Home of the Brave, Laurents
Raisin in the Sun, Hansberry
Golden Boy (musical comedy)

Essays

"Black Man in America," (recording)
"Come Out of the Wilderness," Baldwin

Short Story

"Flight," Steinbeck

Poems

"Between the World and Me," Wright
"What Happens to a Dream Deferred," Hughes
"Moses," Shapiro
"The Synagogue," Shapiro
"Jew," Shapiro
Poems of a Jew, Shapiro
"Harlem," Hughes
"I, too, Sing America," Hughes
"Let America Be America Again," Hughes
"Freedom in Mah Soul," Cannon, Jr.
"The Southerner," Shapiro
"A Black Man Talks of Reaping," Bontemps
"The Daybreakers," Bontemps
"Epitaph for a Bigot," Johnson
"Incident," Cullen

Watch the film **American Memoir: Sixty Years of Satire** and relate the ideas to the theme of this unit.

Write a literature-based essay based on the idea the main character in **Golden Boy** embodies.

Discuss Sammler's character as it emerges through the eyes of at least one of the four characters.

Select one of the following for individualized readings on environment: **Silent Spring** by Carson, **The Wastemakers** by Packard, or **The Quiet Crisis** by Udall. In a short paragraph, support or criticize the author's thesis.

Discuss how the following poems relate to the idea of social awareness:

"A Boy's Need," Johnson
"Burning the Christmas Greens," Williams
"The Poor," Williams
"Anyone Lived in a Pretty How Town," E. E. Cummings
"Burying Ground by the Ties," MacLeish
"The Leaden-Eyed," Lindsay

80

Songs

"Blowin' in the Wind," Dylan
"The Literacy Test Song," Hall
"Bourgeois Blues," Ledbetter
"Fayette County"
"If I Had a Hammer"
Peter, Paul, and Mary, Warner Bros.
Songs by Pete Seeger, Folkways
Parsley, Sage, Rosemary, and Thyme, Simon and Garfunkel
"Sounds of Silence," Simon and Garfunkel

The Money Society

Books

Babbitt, Lewis
Status Seekers, Packard
The Hidden Persuaders, Packard
Man in the Gray Flannel Suit, Wilson
The Great Society, Fitzgerald
The Big Money, Dos Passos
Seize the Day, Bellow
An American Tragedy, Dreiser
Robber Barons, Josephson
Main Street, Lewis
The Rise of Silas Lapham, Howells

Drama

The Adding Machine, Rice

Poems

"Poem, or Beauty Hurts Mr. Vinal," E. E. Cummings
"Portrait," Fearing
"Philomela," Ransom
"Canto XLV With Usura," Pound

Social Awareness

Basic Readings

Spotted Horses, Faulkner
Look Back in Anger, Osborne
"Wash," Faulkner
"Life of Ma Parker," Mansfield
"Death of a Tsotsi," Paton
"Tract," Williams
"Sunflower Sutra," Ginsberg
"Alexandria," Shapiro
"Ruth," Bible
Barefoot in Athens, Anderson

Supplementary Readings

For individual and group work

Books

Of Mice and Men, Steinbeck
Travels With Charley, Steinbeck
A Tree Grows in Brooklyn, Smith
What Makes Sammy Run?, Schulberg
The Child Buyer, Hersey
The Lonely Crowd, Riesman
Seize the Day, Bellow
Intruder in the Dust, Faulkner
The Sound and the Fury, Faulkner
Light in August, Faulkner
You Can't Go Home again, Wolfe
American Way of Death, Mitford
The Loved One, Waugh
Silent Spring, Carson
The Wastemakers, Packard
The Quiet Crisis, Udall
The Grapes of Wrath, Steinbeck

Drama

The Sand Box, Albee
Emperor Jones, O'Neill
Awake and Sing, Odets
Winterset, Anderson
The Hairy Ape, O'Neill
Street Scene, Rice
A Doll's House, Ibsen
Golden Boy, Odets

Essay

"What I Believe," Forster
"Why I Dislike Western Civilization," Toynbee

Poetry

"A Boy's Need," Johnson
"Burning the Christmas Greens," Williams
"The Poor," Williams
"Anyone Lived in a Pretty How Town," E. E. Cummings
"Burying Ground by the Ties," MacLeish
"The Leaden-Eyed," Lindsay
"The Wasteland," Eliot
"Lyrics From Hugh Selwyn Mauberly," Pound
"America," Ginsberg
"A Supermarket in California," Ginsberg
"Merritt Parkway," Levertov
The Maximus Poems, Olson
The Distances, Olson
"Elegy Written on a Frontporch," Shapiro
"Midnight Show," Shapiro
"Property," Shapiro
"Construction," Shapiro
"Hollywood," Shapiro
V-Letter and Other Poems, Shapiro
"Water Picture," Swenson

Short Stories

"Funeral Home," Mezey
"A Meeting With Gandhi," Rocke

WAR AND ITS DISILLUSIONMENT

Unifying Theme: War is as old as man. How man conceives war and how he reacts to it varies with time and culture. The modern world's sobering acquaintance with world wars and their destructive horrors raises the questions: What is worth dying for? Who suffers from war? Who profits? Is war inevitable?

Individual study and assignments might include other aspects: War as a way of life, the romantic view of war, the classical view of war, war's many faces, man's personal reaction to combat, and the plight of the war prisoner.

Basic Readings

A Farewell to Arms, Hemingway
Sergeant Musgrave's Dance, Arden
Arms and the Man, Shaw
"The Portable Phonograph," W.V.F. Clark
"Old Man at the Bridge," Hemingway
"War," Santayana
"War is Kind," Crane
"Grass," "Buttons," Sandburg
"The Silent Slain," MacLeish
"Kilroy Was Here," Viereck
"The Dead in Europe," Robert Lowell

Supplementary Readings

For individual and group work

Novels

Men at War, Hemingway
The Naked and the Dead, Mailer
Don't Go Near the Water, Brinkley
The Young Lions, Lovelace
A Bell for Adano, Hersey
Guadalcanal Diary, Tregaskis
P. T. 109, Donovan
Battle Cry, Uris
The Bridges of Toko-Ri, Michener
Pale Horse, Pale Rider, K. A. Porter
The Wall, Hersey
The Red Badge of Courage, Crane
Slaughterhouse-Five, Vonnegut, Jr.

Activities for Small Groups and Individuals

Compare and **contrast** Remarque's view of war with the view seen on such programs as "Combat" or "Hogan's Heroes."

Compare and **contrast** Hemingway's view of war as seen in **For Whom the Bell Tolls** with that of Remarque in **All Quiet on the Western Front.**

Discuss Hemingway's "Nada" concept of man.

Discuss the fate of the innocents as developed by Tolstoy in **War and Peace,** Brecht in **Mother Courage,** or Euripides in **The Trojan Women.**

Discuss and then formulate in a short paragraph the idea of sacrifice in Remarque, Tolstoy, and Crane. In small groups, select the best paragraphs to be duplicated for class discussion.

Point out what images and sounds contribute to the tone of the poem, "The Silent Slain."

Select one of the following for small group reading and discussion: **Hiroshima** By Hersey, **On the Beach** by Shute, **Hiroshima Diary** by Hachiya, and "There Will Come Soft Rains" by Bradbury. Prepare a class presentation with your group indicating similarities and differences in attitudes toward atomic war.

Write a review of one of the films viewed by the class.

Improvise dramatic scenes from **Mister Roberts** by Heggen, **Oh, What a Lovely War, The Caine Mutiny Court-Martial** By Wouk, or "In the Zone" by O'Neill.

Read Catch-22 by Heller as an example of black humor. See the film and compare the presentations.

Discuss William James's statement that war brings out man's most altruistic behavior, but that since war is so terrible, what man needs is to discover a "moral equivalent" for war. Is such a "moral equivalent" possible?

Short Stories

"Turn About," Faulkner
"In Another Country," Hemingway

Poetry

"Dulce et Decorum Est," Owens
"Siegfried," Jarrell
"May-June 1940," Jeffers
"Black-Out," Jeffers
"Strange Meeting," Owens
"Oh What Is That Sound?" Auden
"I Sing of Olaf," Cummings
"Gunga Din," Kipling
"Going to the Wars," Lovelace
"Ode," Collins
"During the Eichmann Trial," Levertov
"Christmas 1944," Levertov
"On the Eve of the Feast of the Immaculate Conception, 1942," Lowell
"The Bombs," Lowell
"Little Friend, Little Friend," Jarrell, R.
"Losses," Jarrell
"There Are Birds," Shapiro
"V-J Day," Garrigue
"Potato," Wilbur
"Place Pigalle," Wilbur
"Death of the Soldier," W. Stevens
"Futility," Owens
"In Distrust of Merits," Moore
"Dam Neck Virginia," Eberhart
"Arms and the Boy," Owens
"First Snow in Alsace," Wilbur

Drama

What Price Glory?, Anderson
All My Sons, Miller

Films

Mister Roberts
Oh, What a Lovely War
The Caine Mutiny
A Farewell to Arms
"Occurrence at Owl Creek Bridge"
The Russians Are Coming
The Red Badge of Courage
All Quiet on the Western Front

Essay

"Can Science Prevent War?," Larson

Write an essay based on one of the following ideas:

> War is or is not an inevitable product of man's basic nature. Man does or does not have an obligation to fight in all his country's wars.

Read the poem "I Did Not Lose My Heart in Summer's Evening" after reading several short stories on war, and rewrite it as prose.

Write a news story from either a Russian or American point of view after reading **One Day in the Life of Ivan Denisovich** by Solzhenitzyn. Exchange the group's best stories with those from another group.

See the filmstrip and hear the recording of "Big Two-Hearted River" by Hemingway. In small groups, collaborate on a TV script resulting from your discussion.

Read Alas, Babylon and discuss the effects of the bomb on the behavior of the family, community, governmental structure, morals, ethical views, and aesthetic values.

Discuss the use of irony in Crane's writings: **The Red Badge of Courage,** "An Episode of War," "A Mystery of Heroism," and "War Is Kind." In small groups, list and classify examples.

Write a feature story (not a news story) on the death of Finch in **Home of the Brave.**

Discuss and **compare** the views which are reflected in the following Civil War literature:

"The Arsenal at Springfield," Longfellow
"Reconciliation," Whitman
"Beat! Beat! Drums!," Whitman
"Come Up from the Fields, Father," Whitman
"A Sight in Camp in the Daybreak Gray and Dim," Whitman
"Civil War Letters," Holmes
War Years, Sandburg

Gather together as many war lyrics as you can find; discuss their different purposes.

Compare or **contrast** ideas from two or more of the following poems:

"Elegy for a Dead Soldier," Shapiro
"Flanders Field," McCrae
"I Have a Rendezvous With Death," Seeger
"Patterns," Lowell
"The Man He Killed," Hardy
"The Soldier," Brooke

Follow the presentation with discussion and preparation of a personal position paper or, if there is consensus, a group "white paper."

POWER-PLAY

Unifying Theme: "The sum-total of all human relations is a struggle for power . . ." **(Politics Among Nations).** Nations, groups, and individuals vie with each other for power. Regardless of their motivation, throughout history men have found that desire for power releases forces both constructive and destructive. What makes the difference? Are there early warning signs of the dangers? How can you avoid becoming a victim of either your own "power-play" or that of others?

Basic Readings

All the King's Men, R. P. Warren
Animal Farm, Orwell
Macbeth, Shakespeare
"Africa," Diop
"Justice Denied in Massachusetts," Millay
"An Elementary School Classroom in a Slum," Spender

Film

All the King's Men

Supplementary Readings

For individual and group work

Books

Moby Dick, Melville
Alas, Babylon, Frank
Desiree, Selinko
Rise and Fall of the Third Reich, Shirer
Darkness at Noon, Koestler
The Prince, Machiavelli
1984, Orwell
The Bridge at Andau, Michener
Understanding Media, McLuhan
The Ugly American, Lederer and Burdick
A Night for Watching, Arnold
The Thin Red Line, Jones
A Bell for Adano, Hersey
The Arrogance of Power, Fulbright
Cat's Cradle, Vonnegut, Jr.
Lord of the Flies, Golding
The Affluent Society, Galbraith
Status Seekers, Packard
The Hidden Persuaders, Packard
A Nation of Sheep, Lederer
The Moon is Down, Steinbeck
Caine Mutiny, Wouk
Fail-Safe, Burdick and Wheeler
Seven Days in May, Knebel and Bailey

Activities for Small Groups and Individuals

Listen to the Simon and Garfunkel lyrics, "The Big Bright Green Pleasure Machine," and "A Simple Desultory Philippic," from their **Parsley, Sage, Rosemary and Thyme** album. Discuss them as distinctly youthful reactions to power and authority.

Imagine that a modern French poet-prophet like La Harpe in "The Feast of Ortolaus" visits America and that you are a reporter for the **New York Times.** Write an interview with him for your paper.

Discuss what Orwell says about power in **Animal Farm** through his allegorical use of the sheep.

Contrast Macbeth's character with that of Lady Macbeth in scenes 5 and 7.

Respond in writing to the validity of the quotation "Power corrupts, and absolute power corrupts absolutely." You may want to draw on your readings for supporting evidence, or simply use examples from personal experience.

Read Huey Long's biography after reading **All the King's Men,** and contrast the real Huey with Warren's fictionalized character.

Read one of these non-fiction views of power: **The Affluent Society,** Galbraith, **Status Seekers, The Hidden Persuaders,** Packard, and **Nation of Sheep,** Lederer. Present these ideas in a panel.

React in a two-minute oral presentation as you would if you found yourself in the situation described in Markham's "The Man With the Hoe" or Spender's "An Elementary School Classroom in a Slum."

View the film **Citizen Kane** or **Time Out for War,** and discuss the aspects and effects of power that are presented.

Compare or contrast the idea of natural power present in "Who Has Seen the Wind?" by Christina Rossetti, and "Do You Fear the Force of the Wind?"

Poetry

"The Serf," Campbell
"To a Steam Roller," Moore
"Dover Beach," Arnold
"The Little Pony," Garrique
"The Man With the Hoe," Markham
"The Feast of Ortolaus," La Harpe
"Who Has Seen the Wind," C. Rossetti
"Do You Fear the Force of the Wind," C. Rossetti

Essay

"Civil Disobedience," Thoreau

Drama

Twelve Pound Look, Barrie
Lost in the Stars, M. Anderson and K. Weill
Hamlet, Shakespeare
The Answer, Wylie
Emperor Jones, O'Neill
Red Roses for Me, O'Casey

Select a criticism of **Hamlet** that discusses the theme of ambition in the play. Defend or refute the critic's position, referring often to the play itself.

Enact a scene from one of the following plays: **Emperor Jones,** O'Neill, or **Red Roses for Me,** O'Casey, or **Twelve-Pound Look,** Barrie.

Develop a theme on the major ideas that are present in Steinbeck's **The Moon Is Down.**

Discuss in an essay based on your own experience a real incident in which:

you were the victim of power thoughtlessly exercised,
you suffered at the hands of another's ambition,
you victimized another out of ambition or greed or necessity,
you saw power used justly or used it justly yourself.

Prepare a book review on one of the following books on military power, **Caine Mutiny,** Wouk, **Fail-Safe,** Burdick and Wheeler, or **Seven Days in May,** Knebel and Bailey.

Write a screen play from **The Answer,** Wylie.

"TO THINE OWN SELF BE TRUE"

Unifying Theme: Man's sense of values develops through experience, and changes as he is influenced by circumstances. Is a set of values worth striving for in the face of odds? How much are our values reflected in our behavior? This unit explores the conflict between man and his conscience.

Basic Readings

Books

Cry, the Beloved Country, Paton
The Scarlet Letter, Hawthorne
Book of Job

Drama

A Man for All Seasons, Bolt
Death of a Salesman, Miller
Streetcar Named Desire, Williams
Richard the Third, Shakespeare

Poetry

"Death of the Hired Man," Frost
"Man With the Hoe," Markham
"Renascence," Millay
"I Have Lived Long Enough," from **Macbeth**
"The Ballad of Reading Gaol," Wilde

Short Stories

"I Spy," Greene
"Eveline," Joyce
"The Widow's Son," Lavin

Activities for Small Groups and Individuals

Develop in a short paper evidence to support the thesis that Dimmesdale in **The Scarlet Letter** is or is not bothered by his conscience.

Write a character analysis of Hester Prynne. Develop several paragraphs proving she is or is not a sympathetic character.

Take one of the characters studied and discuss your reactions in the crisis which affected his or her life.

Assume you are Bif in **Death of a Salesman.** Write a dialogue between Bif and his father which might have resulted in better understanding between them.

Discuss the styles in which **The Crucible** and the **Book of Job** are written. Which style appealed to you most? Give your reasons. In each, innocent men suffer because of their consciences.

Explain and give evidence for your view of the question of suffering. Do you think from your readings and from your own experience that "sinners" always suffer?

Use the quotation "Now is the winter of our discontent" from **Richard III** and write a paper based on a situation that might cause you or someone you know to feel this despondency.

Use resources in the library to substantiate and document either an affirmative or a negative argument on capital punishment. Read "The Ballad of Reading Gaol." It has many themes, but perhaps the most profound is the feeling Wilde expresses concerning capital punishment.

View Death of a Salesman, Becket, and **The Crucible.** Discuss them from the point of view of man and his conscience.

Plan a field trip to juvenile hall or some other corrective institution. Follow the trip with group discussion.

Choose a current problem—drugs, adult ethics, morality vs. law—to discuss in groups and then as a class. Write letters to editors of magazines or newspapers to present your ideas.

Produce a film on reactions of spectators at various functions and discuss the idea of conscience which evolves. For instance, a concert on the mall in Washington might show an audience leaving debris, or talking while the music is being played. Do people behave differently if they think they are alone and unwatched?

Supplementary Readings

For individual and group work

Books

Crime and Punishment, Doestoevsky
A Day in the Life of Ivan Denisovich, Solzhenitzyn
Trumpet of Conscience, M. L. King
Profiles in Courage, Kennedy
Measure of Man, M. L King
Lord Jim, Conrad
Tess of D'Urbervilles, Hardy
Huey P. Long: Southern Demagogue or American Democrat, Dethloff, ed.
Arundel, Roberts
Anna Karenina, Tolstoy

Drama

St. Joan, S. B. Shaw
The Crucible, Miller
Inherit the Wind, Lawrence and Lee
Prometheus Bound, Aeschylus
Hamlet
Othello
Twelve Angry Men, Rose
An Enemy of the People, Ibsen
Becket, Anouilh
J. B., MacLeish
The Portrait of Dorian Gray, Wilde

THE BIBLE: SOURCE BOOK FOR THE HUMANITIES

Unifying Theme: Writers, musicians, and artists of each succeeding generation have drawn material from Biblical themes and passages. It is difficult to comprehend and appreciate their work without a knowledge of the Scriptures. In fact, as Cyril C. Richardson, editor of **The Pocket Bible,** says in his introduction, "No one can count himself educated until he has read widely in the Bible." Throughout the unit, you will explore literary, artistic, and musical expressions from many ages through which man has displayed his Biblical heritage.

Activities for Small Groups and Individuals

Write an original parable.

Write any of the short stories of the **Bible** in modern English, using created characters, setting, and plot as well as dialogue where appropriate. Bring the stories up-to-date, adding details where necessary to make the reader relate to the experience. Steinbeck, Faulkner, and Hemingway, among others, have done this in modern novels.

Write a script for "Ruth."

Write an essay considering the structure of "Esther" or "Ruth" as short stories.

Discuss tribal and social organization and the customs of the early Semitic peoples.

Discuss the idea of Alexander King that most fiction is based on the Cinderella theme, and that the Biblical story of Joseph is the original telling of it. In what ways might this be true?

Discuss the clues Melville intended to give his readers about the characters Ishmael, Ahab, and Elijah through the names he gave them.

Compare Bathsheba in **Far from the Madding Crowd** with her Biblical prototype.

Visit the National Gallery to realize the tremendous creative influence of the **Bible.** Especially study Renaissance paintings compared with 19th century and modern paintings on the same theme. Compare Dali's **Last Supper** with Da Vinci's, and Michelangelo's **Moses** with Donatello's **David.**

Ask your art teacher or librarian to arrange one or two slide programs of art works based on the Old Testament and the New.

Read Mary Ellen Chase's essay "On the Book of Job" in **Contemporary Essays.** Compare what happens in the **Book of Job** with incidents in MacLeish's **J.B.,** showing how one modern author has rewritten a Bible story, but still asks the eternal question concerning the innocent man's suffering.

Basic Readings

The Pocket Bible (The Old and New Testaments in the King James Version) Washington Square Press

Supplementary Readings

For individual and group work

Books

Moby Dick, Melville
Far from the Madding Crowd, Hardy
Green Pastures, Connolly

Drama

J. B., MacLeish

Essay

"On the Book of Job," Chase, **Contemporary Essays**

Sources for the Teacher

The Bible as Literature, Travick, Barnes and Noble, College Outlines Series
On Teaching the Bible as Literature, Ackerman, Indiana Univ. Eng. Curriculum Study Series
English Journal, Feb. 1964; Sept. 1965; Nov. 1966; Feb. 1969
Voice Out of the Whirlwind, Hone, Chandler Publishing Co.

Recall from your own experience a story of deep friendship and relate it to the story of David and Jonathan.

Listen to Bill Cosby's monologue "Noah," Harry Belafonte's gospel song "Noah," and Joan Baez's "Moses."

Examine parallels and varying emotional impact in the Salome story, retold by Oscar Wilde and illustrated by Aubrey Beardsley, and later used as the basis of an opera by Strauss.

Discuss the reasons people enjoy Mark Connolly's **Green Pastures** so much. Why was it a tremendous popular success?

Listen to the Sammy Davis, Jr. recording of " 'Taint Necessarily So" from Porgy and Bess and Judith Anderson's recording of the Bible story of "David and Goliath."

Make a collection of the many folk and popular songs based on Bible stories.

Collect cartoons, comic strips, advertisements, and movie titles based on Biblical allusions.

Write an argumentative essay on one of the following familiar quotations:

"Many are called, but few are chosen."
"The truth shall make you free."
"They shall beat their swords into plowshares."

Write a theme based on one of these quotations:

"Cast your bread . . ."
"The love of money . . ."
"To each according to his needs . . ."

Read, for independent study, the Gilgamesh epic and compare some of its stories to the related Bible accounts.

ADJUSTMENT: THE HANDMAID OF MATURITY

Unifying Theme: Youth is a time of agony and ecstasy—of impulse, rebellion, confusion, and the trying-on of life. Somehow, during this time, the "child" confronts, or is confronted by the experiences that make a "man." A youth's reaction to life's encounters—with pain and suffering, with evil, and with choice—measures his growth. Does self-knowledge free a man? Or destroy him? Can man consciously mature, or is his maturity, or lack of it, determined by circumstance? How can one realistically judge himself? This unit explores some of the stages of self-discovery.

Basic Readings

Books

Demian, Hesse
Tonio Kroger, Mann
"Eveline," Joyce
"The Bear," Faulkner
Member of the Wedding, McCullers
"The Soul Selects Her Own Society," Dickinson
"I Saw a Man Pursuing the Horizon," Crane
"Portrait," Fearing
"Birches," Frost
"The Mind Is an Enchanting Thing," Moore
The Subject Was Roses, Gilroy

Film

My Old Man, Hemingway

Supplementary Readings

For individual and group work

Youthful Alienation

Portrait of the Artist, Joyce
Hang High the Roofbeam, Carpenters, Salinger
Franny and Zooey, Salinger
Herzog, Bellow
The Invisible Man, Ellison

Maturity at an Early Age

Death Be Not Proud, Gunther
The Yearling, Rawlings
The Red Pony, Steinbeck
Youth, Conrad

Self-Realization

Billy Budd, Melville
Heart of Darkness, Conrad
A Separate Peace, Knowles
The Secret Sharer, Conrad

Activities for Small Groups and Individuals

Explain the last paragraph of "Two Soldiers."

Discuss the implications of the final encounters when Govinda realizes that Siddhartha has found peace, but that he who has followed Buddha has not.

Watch the film **A Member of the Wedding** or **Tea and Sympathy** and relate it to the unit in small-group discussions.

Discuss the idea of maturity in relation to each of the following selections: "Portrait," Fearing; "The Haunted Mind," Hawthorne; and "One Need Not be a Chamber," Dickinson.

Listen to the tape of **Our Town.** How well do the characters know themselves? Select passages which substantiate your viewpoint.

Compare "Self-Reliance" with Hawthorne's "The Haunted Mind." What differing assumptions concerning human nature underlie these two pieces?

Discuss what the contrast between different kinds of ownership reveals about the man's system of personal values in Kenneth Fearing's "Portrait."

Research the psychological reasons for use of drugs in relationship to adjustment. Prepare a brief, documented paper which proves that misuse of drugs indicates immaturity.

Write an essay on the following: I am (not) satisfied with myself the way I am.

Write an autobiography discussing who you are, how you know who you are, and the advantages and disadvantages of self-knowledge.

Write a newspaper story after reading **A Member of the Wedding** recounting Honey's suicide in jail and including details of the events that led up to the tragedy.

Forced to Mature Early

The Red Badge of Courage, Conrad
Great Expectations, Dickens
Tea and Sympathy, Anderson, R.

Growth of Character or Lack of It

The Late George Apley, Marquand
Breakfast at Tiffany's, Capote
David Copperfield, Dickens
Billy Liar, Waterhouse
This Side of Paradise, Fitzgerald

Short Stories

"The Bet," Chekhov
"Pavan for a Dead Prince," Delaney, S.
"Story of a Widow's Son," Lavin
"To the Mountains," Horgan
"The Death of the Dauphin," Daudet
"Two Soldiers," Faulkner

Essay

from **Delight,** Priestly
"Maturity," Lippman

Poetry

"Farewell to the Orchard," Frost
"Reluctance," Frost
"Maggie and Molly and Milly and May," Cummings
"The Hunters," Freedman
"Mothers to Sons," Freedman
"One Need Not be a Chamber," Dickinson
"When I Was One and Twenty," Housman
"On His Having Arrived at the Age of Twenty-three," Milton
"Basil and Cleopatra," Fitzgerald
"George Gray," Masters
"Lucinda Matlock," Masters
"The Vision of Sir Launfal," Lowell
"A Noiseless Patient Spider," Whitman
"The Black Cottage," Frost

Drama

Our Town, Wilder
Member of the Wedding, McCullers

Film

David and Lisa

Write an essay on one of the following statements:

To know oneself is to know not only one's strengths but also one's weaknesses and limitations.

All of us would (not) like to remain children forever.

The modern man is (not) self-reliant.

Discuss whether the dialogue in **A Separate Peace** is or is not natural. Rewrite a passage adjusting the existing dialogue to fit the criteria posed by your group.

Write a script for the trial scene in **A Separate Peace.** After a performance of the script selected as best by your group, write a critique of the script and the presentation.

Examine the use of contrast as a literary technique in **A Separate Peace:**

war and peace
summer and winter
the two rivers

Write a personal response to these lines from Frost's "The Black Cottage": ". . . why abandon a belief merely because it ceases to be true?"

Write an experience-based essay on an incident or event you recall that gave you insight into human relationships, or caused you to recognize reality.

Discuss the maturity or lack of maturity described or implied in the following poems:

"George Gray," Masters
"Lucinda Matlock," Masters
"The Vision of Sir Launfal," Lowell
"A Noiseless Patient Spider," Whitman

Analyze in a brief paper the relation between the inside views we get of the characters in "Basil and Cleopatra" by Fitzgerald and the sympathy we have for them.